

EARLY CHILDHOOD PARENTING SHIFTS IN INDRAMAYU FAMILIES WITH OVERSEAS MIGRANT WORKING MOTHERS

Wiwin Windiana*¹, Sopian Lubis*², M. Syauqi Asfiya' R*³

Indonesia International Islamic University

Syarif Hidayatullah State Islamic University Jakarta

Indonesia International Islamic University

e-mail: *¹wiwin.windiana@uiii.ac.id, ²sopianlubis21@mhs.uinjkt.ac.id
, ³m.asfiya@uiii.ac.id

Abstract Poverty frequently causes husbands and wives to face many issues in their marriages. It encourages wives to work as overseas migrant working mothers to help their husbands earn a living. This research investigates the shift in parents' role in early childhood parenting in the overseas migrant working mother family. The investigation is Both changes in mother's Parenting before and after becoming workers abroad, as well as changes in parenting from mother to caregiver while the mother is abroad, such as father, older sister, and grandmother. Furthermore, this research investigated the impacts of early childhood parenting shifts in families with overseas migrant working mothers to the children. The research used a descriptive qualitative method. We used an interactive model of data analysis that began with data collection and continued with data reduction, data display, and conclusion drawing and verification. The results showed that The two respondents who became mothers while working abroad had the same parenting style before and after going abroad to work, which is authoritative Parenting. In addition, The grandmother who takes care of the grandchildren when their mother is away also using the same parenting style as the mother. However, The parenting style has evolved when a child is cared for by an older sister and her father. The older sister employs authoritative Parenting. The father's parenting style, on the other hand, is permissive. The advantage of this research is that it provides an overview of Parenting that caregivers should provide to children so that children can receive care similar to that of their mothers. Furthermore, this is to investigate the impacts of each parenting method used by the mother and caregiver.

Keywords: authoritative parenting; authoritarian parenting; permissive parenting; early childhood; parenting shift

A. INTRODUCTION

Indramayu is one of West Java's regencies. Indramayu Regency has 31 sub-districts and 317 villages on an area of 2,099.42 km² and a population of 1,834,434 people, with 922,619 males and 911,815 female residents (Badan Pusat Statistik Kabupaten Indramayu, 2021). Residents of Indramayu rely heavily on agriculture for a living, which is consistent with their geographical location. As a result, farmers account for a sizable proportion of the Indramayu population. Farmers employ 281.099 people of working age (15 and up), while other major occupations include manufacturing (140.508 residents) and services (432.438 residents) (Badan Pusat Statistik Kabupaten Indramayu, 2021).

However, in terms of Indonesian workers working abroad, Indramayu has emerged as the biggest TKI (Tenaga Kerja Indonesia) or Indonesian labour-sending area (Badan Pelindungan

Pekerja Migran Indonesia, 2021). The data from the Indramayu Regency Humanpower Office (Disnaker) show that there were 17,658 migrant workers from Indramayu Regency in 2017, with 14,667 (83 per cent) of them being women (Handayani, 2018). In 2019, the number of female workers from Indramayu had shown an increasing trend since 2014, with a total of 19941-person (open data Jabar, 2019) workers. As of 2021, at least 5,262 Indramayu migrant workers have received work placements abroad. Male migrant workers constituted 8,769 people over the previous year, while women constituted 63,855. Year by year, the data showed a substantial comparison between women migrant overseas labour and men migrant overseas labour. In the other hand,

when it comes to the status of marriage, there are 31,417 migrant workers who have been married in the last year, 23,015 who have not, and 18,193 who are divorced (Badan Pelindungan Pekerja Migran Indonesia, 2021). Many already married couples leave their wives or husbands, and even their children, to work in another country for several years.

Furthermore, Indramayu's Indonesian workers, both men and women, are divided into two groups: 16,809 formal workers and 55,815 informal workers. Based on the comparison of the two groups, it is clear that informal work remains the primary source of income for migrant workers abroad. Informal jobs include housekeeping, caring for the elderly and young children, and other tasks. It happens because the formal sector requires knowledge and skills gained from the education process. When only a small population is educated, it is difficult for them to access the formal sector. The data from the Ministry of Education and Culture on the number of all school levels in Indramayu year 2021 are as follows:

Table 1

| No. | Level of Education | Number of School | Number of Student | Number of Teacher |
|-----|--------------------|------------------|-------------------|-------------------|
| 1. | Elementary School | 893 | 164.556 | 8.401 |
| 2. | Junior High School | 212 | 62.824 | 3.835 |
| 3. | Senior High School | 52 | 18.906 | 1.195 |

The data shown above show that the higher the school level, the fewer the number of schools, students, and teachers, with a sharp decrease in the number of students from elementary to junior high school (164.556 to 62.824 students), confirming the preliminary research data. Furthermore, the total number of students at all levels of schools (296.406) appears to be small (16 per cent of the total population) in comparison to the total number of Indramayu population in 2021 (1.834.434). (Badan Pusat Statistik Kabupaten Indramayu, 2021). As a result, most Indonesian workers are women, and the vast majority are still householders. It demonstrates a shift in the role of the mother, who is generally regarded as the primary caregiver for the child by the Indramayu people, becoming the primary breadwinner for the family, a task traditionally performed by the husband in Indramayu society.

Every family expects financial well-being in the household. This welfare is attainable if the husband and wife couple can collaborate and divide the roles in meeting all needs. However, social issues are unavoidable. Poverty is one of the root causes of social problems and is frequently encountered in families. Poverty is a condition in which the primary or basic needs we are aware of include clothing, shelter, and food (Diyah & Adawiyah, 2020). Translated sequentially means that clothes, houses, and eating cannot be fulfilled. It is a very sad condition, and the heart is being slashed. The problem of poverty can be caused by various factors, including unemployment due to a small number of job openings compared to the total population, low education, as mentioned in the previous paragraph, having no farmland, and other cause as the greater necessities of life. This problem frequently causes husbands and wives to fight and even divorce. It encourages wives and

homemakers to assist their husbands in earning a living by becoming overseas migrant working mothers. The wives decided to work abroad as domestic assistants, factory workers, farmers, elderly nurses, babysitters, and others. They leave their hometown for many years, which undoubtedly impacts their child's Parenting. Children whose mothers foster their biases must be separated from the mother figure in their daily lives.

The general norm in Indramayu agrees that a mother's job is to carry out household activities, especially parenting, to develop into a physically and spiritually healthy adult human. According to studies conducted by Sputa and Paulson (in Santrock, 2003: 206), mothers are more involved in Parenting than fathers. However, the development of economic life requires the mother to be participated actively in making a living to meet the need of the family. In 2019, the number of female workers from Indramayu had shown an increasing trend since 2014, with a total of 19941-person (open data Jabar, 2019) workers. This trend, contrary to the norm in Indramayu, makes the researchers interested in further investigating the shifting roles these female workers experience.

The consequence of a working mother is that there is a change in family life. There are allegations that the working mom will have a lack opportunity to have a close relationship with their children. In addition, mothers entrust childcare duties to any other family member like their child's father, aunty, or grandmother. In this case, the concern is not the working mother but the tendency of the mothers to give up the responsibility to another person. In some cases, the female workers are caregivers abroad, which indirectly means that there is a tendency to be attached to a family other than theirs.

There have been many studies of parenting in overseas migrant working mother (Patel, 2001; Pingol, 2001; Barliana & Maknun, 2004; Astutik, 2010; Senaratna et al., 2011; Graham and Jordan, 2011, Nanthamongkolchai et al., 2011; Candrasari, 2012; Hoang & Yeoh, 2012; Lu, 2012; Graham et al., 2014; 2015; Suharto & Nurwati, 2018; Sutiana et al., ; Lailiyah, 2018; 2018; Trisanti & Pratisti, 2019; Sa'adah, 2019; Zulfa, 2019; Harto, 2021, Baiq, 2021.; Choirunnisa, 2022. Less is known about the contexts in which the shift in the role of parents in early childhood parenting in the overseas migrant is working for the mother family by promoting education to seek possible solutions to the problem. That is why the researcher wants to examine overseas migrant working mothers in Indramayu and the current person caring for the child, who could be family, paid caregivers, or others. The aim of the research is to examine the early childhood parenting shifts in families with overseas migrant working mothers and analyze the impacts of early childhood parenting shifts in families with overseas migrant working mothers.

Knowing that mothers who work abroad as migrant workers have many negative effects on their children's Parenting, child growth, and development, it is necessary to identify the root of the problem by investigating how parents' roles in parenting change in an overseas migrant working mothers families and the mother's role in Parenting before and after becoming an overseas migrant working mother. There have been many studies on child marriage in Indonesia (Barliana & Maknun, 2004; Novalia, 2015; Suharto & Nurwati, 2018; Trisanti & Pratisti, 2019; Sa'adah, 2019; Zulfa, 2019; Harto, 2021, Choirunnisa, 2022). Parenting patterns in overseas migrant working mother families (Candrasari, 2012; Sutiana et al., 2018; Muntamah et al., 2019). The studies discovered that the parenting style used by overseas migrant working mothers' children's guardians is not absolute, as they use authoritarian, democratic, or permissive Parenting. In general, Parenting is more mixed. It is examined from the perspective of the guardian's treatment of children, which includes financial management, educational fulfilment, and children's rights in communicating with parents. When we talk about parenting mothers who work abroad, we are talking about remote Parenting. However, there are some barriers and problems to overcome. Some studies examined childcare problems in the overseas migrant working mother family (Lailiyah, 2018; Baiq, 2021). The studies found that obstacles in childcare include the figure of the mother who has difficulty portraying herself as a father and the process of adjustment on the part of the caregiver and child.

Other studies have focused on the influence of overseas migrant working mother family parenting on children's education (Chasanah; 2011; Perkembangan et al., 2021)) the studies discovered that When mothers choose to work as overseas migrant working mothers, their children do not receive motivation or encouragement to learn more. Ironic, given that these overseas migrant working mother workers work to ensure the continuity of their children's

education. Moreover, adults left behind by their working migrant parents face several health risks, including an increased risk of psychosocial distress (Lu, 2012). Some studies also looked into the long-term effects on children from overseas migrant working mother families. It can lead to child delinquency. (Astutik, 2010) Hastutik discovered that the delinquency of the mother's children as an overseas migrant working mother is skipping school, drinking liquor, stealing bets, gambling, speeding, and having free sex. She also stated that the family environment causes the delinquency factor due to parental negligence in providing education to their children.

It is a heartbreaking fact that a child whose mother works as an overseas migrant working mother can cause the mischief mentioned earlier. Furthermore, this is truly the case not only in Indonesia, particularly in Indramayu, but also internationally. Some research was conducted on the worker migrant mothers (Patel, 2001; Hoang & Yeoh, 2012; Graham et al., 2014). There is a steadily growing literature on the mental health of children who remain in Asia when their parents migrate overseas (Senaratna et al., 2011; Graham and Jordan, 2011). When the mother goes abroad to work, the child is cared for by the father or other family members such as grandparents. However, according to research in Thailand, grandparents hurt the intellectual development of Thai children (Nanthamongkolchai et al., 2011). Furthermore, the mother migrant overseas worker has an impact not only on her child but also on her husband. According to one study, fathers who stay at home to care for their children while their wives work abroad may face the most challenges to their (masculine) identities (Pingol, 2001; Hoang and Yeoh, 2011).

Among the research conducted in Indonesia and other countries explained above, less is known about the contexts in which the shift in the role of parents in early childhood parenting in the overseas migrant was working for the mother family by promoting education to seek the possible solutions for the problem in it. To fill the existing research gap, this research will ask overseas migrant working mothers in Indramayu how they parent their early childhood children and what they do to fill the void of their roles in parenting their children, as well as explore the contexts in which they live in Indramayu, which leads to many overseas migrant working mothers. Furthermore, the researcher seeks to find possible solutions in parenting early childhood children with good results by promoting education.

Parenting for early childhood is crucial to be considered because Parenting affects the outcomes of children. The early childhood stage starts from age three until 5 (Santrock, 2017). Parental involvement in early childhood education institutions strongly supports the achievement of optimal education during the child's golden years (Uce, L. 2017). In the Cambridge Dictionary, Parenting is "the raising of children and all the responsibilities and activities that go with it" (Cambridge Dictionary, 2017). One of the most important responsibilities that a parent can have is parenting. In the Cambridge Dictionary (2017), Parenting is "the raising of children and all the responsibilities and activities that go with it. Parenting is a responsibility that parents bear from the time their child is born until they reach adulthood. Parenting has influenced all aspects of a child's development, including physical, emotional, social, and cognitive development (Morrison, 2009). Hastuti (2015: 55) added that Parenting is the process of raising and educating children from birth until the child reaches adulthood. It is typically done by mothers and fathers (biological parents of the child). From these explanations, it concludes that biological parents usually do Parenting, which entails raising and educating children from birth until the child reaches adulthood. It is necessary for a child's proper growth and development, including physical, emotional, social, and cognitive development.

According to Diana Baumrind (1971, 2012), parents should not be harsh or aloof. Instead, they should establish rules for their children while being affectionate with them. She distinguishes four parenting styles: authoritarian parenting, authoritative parenting, neglectful parenting, and indulgent parenting (Santrock, 2017). Authoritarian parenting is a strict, punishments parenting style in which parents encourage their children to obey them and respect their work and effort. The authoritarian parent limits and regulates the child and allows for little verbal interaction. Furthermore, authoritarian parenting fosters independence in children while limiting and controlling their actions. On the other hand, parents are warm and nurturing to the child and allow for extensive verbal exchange.

Neglectful Parenting, on the other hand, is defined by the parent's absence from the child's life. Children raised by neglectful parents believe that other aspects of their parents' lives are more important than their own. As a result, many people struggle with self-control and independence. They are frequently self-conscious, immature, and outcasted by family members (Santrock, 2017).

Last but not least, Indulgent Parenting is a parenting style in which parents are very involved with their children but do not impose any demands or controls on them. Instead, these parents allow their children to do whatever they want. As a result, the children never learn to control their behaviour and are always entitled to their desires. In addition, Robinson et al., 1995 identified three parenting styles: authoritative, authoritarian, and permissive. It can be investigated using the Parenting Style Questionnaire developed by Robinson et al., 1995.

B. METHOD

Because this research necessitates a detailed description and interpretation of the informant, the descriptive qualitative method was used. Furthermore, descriptive research is a study that presents knowledge with a description of data to draw or analyze the details in general or in particular for an event or incidence at this time (Sugiyono, 2012). Furthermore, qualitative research is a method of discovering something in which the researcher collects, organizes, and interprets information obtained from humans using the eyes or ears as filters. Furthermore, the qualitative approach is research procedures that produce descriptive data in the form of words written or verbal of the observed people and their behaviour (Moleong, 2007).

Methods of Data Collection and Analysis

We will interview two women (until the data are saturated) and the caregiver of their children when they are away from their children. In this research, the researcher interviewed the older sister, the father and the grandfather, who take care of the children when their mom is a way to work abroad. It is to find out the causes of the mother's decision to be overseas migrant workers and to investigate how they parent their early childhood children and what they do to fill the void of their roles in parenting their children, which leads to many overseas migrant working mothers. In addition, to increase the validity of the data, we will interview the current person who cares for the child. The data will be analyzed by organizing and classifying them to see the pattern, theme, and category (Moleong, 2017) in answering the research questions. Following Huberman & Miles (2002), we will adopt an interactive model of data analysis, which begins at the same time as the data collection; then, we will do data reduction, data display, and conclusion drawing and verification with the process of coming back and forth throughout the research. The interview was conducted using questions from Robinson et al. 1995's Parenting Style Questionnaire by rating how frequently the mom engages in the different parenting practices; authoritative, authoritarian, and permissive. On a six-point scale, responses range from "Never" to "Always." The researcher totalled the scores in each section and divided them by the number of questions in the section to determine the calculated score for that category. The highest calculated score indicates the preferred parenting style of the mother and caregiver. The researcher performed The calculation to determine the mom's parenting style before she went abroad to work and after she had been abroad for more than a year, as well as getting to know the children's caregiver parenting style when their mother is away for work.

C. RESULT AND DISCUSSION

Before going over the research and discussion findings, the researcher provided a general description of the respondents. The first respondent is a mother who has been working abroad for two years. When her daughter was three years old, she left her to work. Her daughter is now five years old and growing up without her mother. Instead, her father and older sister care for her while her mother is away. When she has been working abroad for less than two years, the interview results show that she has a definitive score of 4, an authoritarian score of 3, and a permissive score of 2. Finally, the first respondent implements an authoritative parenting style when she is abroad.

The interview results show that the responsiveness rate to her daughter's feelings and needs is 5. The rate of considering her daughter's wishes before she asks her to do something is 4. The

rate of explaining to her daughter how she feels about her good/bad behaviour is 4. The rate of trying to encourage her daughter to talk regarding her feelings and problems is 5. The rate of trying to encourage her daughter to freely "speak her mind," even if they happen to disagree with her, is 4. The rate of explaining her expectations is 5. The rate of comfort and understanding when her daughter is upset is 5. The rate of complimenting her daughter is 3. The rate at which she considers her daughter's preferences when making family plans (e.g., weekends away and holidays) is 3. The rate of respecting her daughter's opinions and encouraging him/her to express them is 3. The rate of treating her daughter as an equal family member is 2. The rate of providing her daughter reasons for the expectations SHE has for her is 5. The rate of having warm and intimate times with her daughter is 6.

On the other hand, when the first respondent has not been working abroad, her interview results show that she has an authoritative parenting style score of 4,6, an authoritarian score of 4, and a permissive score of 1.75. Finally, when she has not been abroad, the first respondent implements the same authoritative parenting style she implements abroad. The rate of her responsiveness to her daughter's feelings and needs is 5. The rate of considering her daughter's wishes before asking her to do something is 5. The rate of explaining to her daughter how SHE feels about her good/bad behaviour is 6. The rate of trying to encourage her daughter to talk regarding her feelings and problems is 5. The rate of trying to encourage her daughter to freely "speak her mind," even if they happen to disagree with her, is 4. The rate of explaining her expectations is 5. The rate of comfort and understanding when her daughter is upset is 6. The rate of complimenting her daughter is 3. The rate at which she considers her daughter's preferences when making family plans (e.g., weekends away and holidays) is 3. The rate of respecting her daughter's opinions and encouraging him/her to express them is 3. The rate of treating her daughter as an equal family member is 4. The rate of providing her daughter reasons for the expectations she has for her is 5. The rate of having warm and intimate times with her daughter is 6.

When the first respondent is abroad for work, her older daughter and her husband care for her young daughter; based on the interview of the older daughter, the interview results show that the older daughter has an authoritative parenting style score of 3,3, an authoritarian score of 4,5 and a permissive score of 3,5. Finally, the older daughter taking care of her younger sister when her mother is away working abroad implements an authoritarian parenting style.

The rate of response her older daughter when she asks her younger sister why she has to do something, the younger sister tells her it is because it is her older sister, or because that is what SHE wants is 5. The rate of punishing her sister by taking privileges away from her sister (e.g., TV, games, visiting friends) is 5. The rate of yelling when SHE disapproves of her sister's behaviour is 5. The rate of exploding in anger towards her sisters is 5. The rate of spanking her sister when SHE does not like what he/she does or says is 3. The rate of criticism to make her sister improve her behaviour is 5. The rate of using threats as a form of punishment with little or no justification is 5. The rate of punishing her sister by withholding emotional expressions (e.g., kisses and cuddles) is 6. The rate of openly criticizing her sister when her behaviour does not meet her expectations is 1. The rate of finding herself struggling to try to change how her sister thinks or feels about things is 5. The rate of needing to point out her sister's past behavioural problems to ensure he/she will not do them again is 6. The rate of reminding her sister that She is her older sister is 4. The rate of reminding her sister of everything she is doing and has done for her sister is 4.

In addition, when her wife is away working abroad, her husband looks after their young daughter. According to the interview results, the husband has an authoritative parenting style score of 3,3, an authoritarian score of 2,7, and a permissive score of 3,7. Finally, the husband who cares for her daughter while her wife is working abroad implements a permissive parenting style. The rate of finding it difficult to discipline his daughter is 4. The rate of giving in to his daughter when he/she causes a commotion about something is 3. The rate of spoiling his daughter is 5. The rate of ignoring his daughter's bad behaviour is 3.

The second respondent is a mother who has spent two years working abroad. She has two young daughters, the first of whom is four years old and the second two years old when she leaves them to work abroad. The mother is currently working abroad for two years. Currently, the oldest daughter is six, and the youngest is four. When their mother is abroad, their grandmother cares for

them. Like the first respondent, the second respondent's interview results show that she employs an authoritative parenting style. According to the interview results, the second respondent has an authoritative parenting style score of 5,2, an authoritarian score of 4,3 and a permissive score of 3,5.

The interview results are: the rate of her responsiveness to her daughter's feelings and needs is 5. The rate of considering her daughter's wishes before SHE asks her to do something is 4. The rate of explaining to her daughter how SHE feels about her good/bad behaviour is 6. The rate of trying to encourage her daughter to talk regarding her feelings and problems is 4. The rate of trying to encourage her daughter to freely "speak her mind," even if they happen to disagree with her, is 3. The rate of explaining her expectations is 4. The rate of comfort and understanding when her daughter is upset is 1. The rate of complimenting her daughter is 4. The rate at which she considers her daughter's preferences when making family plans (e.g., weekends away and holidays) is 5. The rate of respecting her daughter's opinions and encouraging him/her to express them is 4. The rate of treating her daughter as an equal family member is 4. The rate of providing her daughter reasons for the expectations SHE has for her is 6. The rate of having warm and intimate times with her daughter is 5.

However, when she has not worked abroad, her interview results show that she has an authoritative parenting style of 5,2, an authoritarian parenting style of 4,3, and a permissive parenting style of 3,5. As a result, her parenting style before and after she moves to work is the same: authoritative. The rate of her responsiveness to her daughter's feelings and needs is 6. The rate of considering her daughter's wishes before SHE asks her to do something is 5. The rate of explaining to her daughter how SHE feels about her good/bad behaviour is 6. The rate of trying to encourage her daughter to talk regarding her feelings and problems is 5. The rate of trying to encourage her daughter to freely "speak her mind," even if they happen to disagree with her, is 5. The rate of explaining her expectations is 5. The rate of comfort and understanding when her daughter is upset is 4. The rate of complimenting her daughter is 5. The rate at which she considers her daughter's preferences when making family plans (e.g., weekends away and holidays) is 5. The rate of respecting her daughter's opinions and encouraging him/her to express them is 5. The rate of treating her daughter as an equal family member is 5. The rate of providing her daughter reasons for the expectations SHE has for her is 6. The rate of having warm and intimate times with her daughter is 6.

Furthermore, when the second respondent is away from her daughters, her mother looks after them. It means that the children are cared for by their grandmother while their mother is away working abroad. According to the interview results, the grandmother has an authoritative parenting style score of 3,4, an authoritarian score of 2,8 and a permissive score of 3. The rate of her responsiveness to her granddaughter's feelings and needs is 5. The rate of considering her granddaughter's wishes before SHE asks her to do something is 3. The rate of explaining to her granddaughter how SHE feels about her good/bad behaviour is 3. The rate of trying to encourage her daughter to talk regarding her feelings and problems is 2. The rate of trying to encourage her daughter to freely "speak her mind," even if they happen to disagree with her, is 2. The rate of explaining her expectations is 4. The rate of providing comfort and understanding when her granddaughter is upset is 4. The rate of complimenting her granddaughter is 2. The rate of considering her granddaughter's preferences when she plans for the family (e.g., weekends away and holidays) is 5. The rate of respecting her granddaughter's opinions and encouraging him/her to express them is 3. The rate of treating her granddaughters as equal members of the family is 4. The rate of providing her granddaughter reasons for the expectations SHE has for her is 3—the rate of having warm and intimate times with her granddaughter is 5.

In terms of physical development, when the mother is present, the young daughter's sleep is regular; the young daughter used to go to bed at 9 p.m. and wake up at 7-8 a.m., and then she was also told to take a nap at 1 p.m. It means the child gets 11 to 12 hours of sleep daily. It is consistent with experts' recommendations that young children get 11 to 13 hours of sleep per night (Santrock, 2017). However, when the mother was away, her bedtime was not as consistent as when her mother was present. Again, it is due to the young daughter's sleep patterns.

On the other hand, she is influenced by her older sister, who used to play handphone before going to bed and is used to going to bed at the earliest at 10 o'clock and waking up at 6 a.m. as a

result, the young daughter followed her older sister's sleeping pattern. The young daughter also does not often naps anymore, but she will take a nap if her sister invites her. Her father never put his young daughter down for a nap. He did not tell her to go to bed before 9 o'clock because the young daughter did not sleep with her father but with her sister. In terms of nutrition, when the mother is still at home and caring for her young daughter, she pays close attention to her child's diet, which is three to four times a day. She also frequently feeds her young daughter. Their children are fed rice, tempeh, tofu, chicken meat, and vegetables. Even though the mother worked abroad, she could still control her young daughter's diet by instructing her older daughter to prepare food; the younger daughter ate 3 to 4 meals per day even though she had no mother.

On the other hand, her mother has always cooked food for the young daughter when she has not gone abroad, so the mother could choose the ingredients to make the side dishes. When her mother was away, her older daughter would go grocery shopping for her younger sister. As a result, the hygiene is not as good as that of the mother's cook. Furthermore, in terms of illness, the young daughter is healthy whether her mother is present. Being separated from her mother causes her to be mature and better understand the situation in which her mother has gone abroad to work.

In terms of cognitive development, before the mother went abroad, she was the one who continuously taught her younger daughter to practice speaking and interacting with others because she was under two years old. The younger sister is now over four years old, and her mother teaches her about Hijaiyah letters almost every afternoon via video calls. Her older sister did not teach it; her father occasionally taught her younger daughter. He would teach her young daughter if the mother were unable to teach her and if the young daughter had homework from her school (kindergarten)

Regarding socio-emotional development, when the mother was at home to care for her young daughter, she always tried to calm her down when she was fussy and crying. Even though her young daughter is only two years old, the mother has interacted with and advised her as if the young daughter already understood what she was saying. For example, if the child is calm, he will advise her not to cry too much because she has a mother nearby. However, the father and older daughter are not as patient as their mother in handling the young daughter's emotions. When his child cries, the father usually remains silent, and sometimes he takes her for a ride around the village on his motorcycle. The older sister, on the other hand, gets angry and yells at her sister if she cries because she is still a teenager and her emotions are not yet stable enough to handle her younger sister conflicting emotions.

Furthermore, the difference between a child before and after her mother goes abroad is that when the mother stays at home, the young sister is almost always with her mother because she is still young and does not use cell phones. However, after her mother left, her daughter became addicted to cell phones, which her mother still managed remotely by reminding her older daughter to set a time limit for her younger daughters to play on their cellphone./ Because of the long-distance, it is not easy to handle her young daughter in her daily life. The first respondent used gifts to entice their daughter. As a result, the child is motivated to do good things, such as improve his drawing skills. The difference in Parenting between mother and father is that mothers prefer to pay attention to and manage the activities of their young daughters. However, his father is not like that; he wants to give children freedom, such as playing with friends or using cell phones. He also does not want to force children to study and allows her to eat snacks wherever she wants.

Furthermore, when it comes to reminding children, mothers always do so repeatedly, whereas fathers only do so once. The first respondent stated that he preferred to entrust the care to his older daughter because what he ordered his older daughter to do was done by him. Unlike her mother and father's Parenting, the older daughter's Parenting is more rigid toward her sister; she is good at reminding and caring for her sister, but she sometimes acts too rigid; for example, if her sister does not obey her words, she will yell at her sister and remind her if her sister must obey sister. Furthermore, she does not hesitate to punish his sister if she is misbehaving, such as by forbidding her sister from using cell phones.

On the other hand, the second respondent behaved similarly to the first respondent in that she always regulates her child's sleep pattern before going abroad. However, She rarely managed it after working abroad and left everything to his grandmother. In addition, because she has five

young grandchildren living in her home, the grandmother is overwhelmed with regulating her grandchildren's sleep patterns. Her younger daughter sleeps approximately 11 hours daily and regular naps when her mother is at home. However, after the mother left her, the young daughter continued to sleep for approximately 11 hours.

Nevertheless, this was due to habits she learned from her mother, not because her grandmother told her to. The two young daughters are fed three times a day when their mother is at home and three times a day when her mother is away. However, because Grandmother has many grandchildren, she feeds all of them at the same time. Of course, if her mother were at home, she would pay more attention to her two daughters.

In terms of cognitive development, she was the one who taught the two daughters before the mother went abroad. His mother taught his two-year-old sister to speak and spell letters. Moreover, instilled in four-year-old daughter norms such as praying before eating. After his mother left, his grandmother took over as their mother. However, the intimate level is different. In terms of socio-emotional development, when her mother was still at home, she thoroughly taught good habits such as teaching children to shake hands with older people. However, while in the care of her grandmother, she was not as patient as her mother because her care had to be shared with other grandchildren and her work.

Furthermore, The difference between parenting the mother and the grandmother is that the mother will scold and remind the child if she does something wrong, whereas the grandmother will not scold the child. It affects the children, who are more ready to defend the grandmother. In the other case, the second respondent is the same as the first respondent in dealing with their children who are fussy or disobedient to their grandmothers. She entices her children with gifts so that their children can be easily managed by their grandmothers.

D. CONCLUSION

Several conclusions are drawn from the research and discussion on the early childhood parenting shifts in indramayu families with overseas migrant working mothers: The two respondents who became mothers while working abroad had the same parenting style before after going abroad to work, which is authoritative Parenting. In addition, The grandmother who takes care of the grandchildren when their mother is away also using the same parenting style as the mother. It is demonstrated by their willingness to listen to children's questions and respond to everything they do. They have high expectations of children, but they also offer support, warmth, and interaction with them. When children make mistakes, they become more forgiving and wise.

The parenting style has evolved when a child is cared for by an older sister and her father. The older sister employs authoritarian Parenting. She was ensuring that her younger sister followed all of her strict rules. If the younger sister did not follow the rules, she usually punished her young sister immediately. Furthermore, she rarely explained the reasons for his sister's punishments or regulations. The father's parenting style, on the other hand, is permissive. The signs are that he rarely or has certain expectations of the child, rarely disciplines the child, is responsive to the child's experiences, is non-traditional, and gives the child many leeways.

In several ways, the findings of this study will necessitate additional research—first, an in-depth examination of the parenting solutions that can be provided for mothers who work abroad. The dual role of education is to provide parents and caregivers with knowledge about good Parenting. The final one is an investigation into the effects of a lack of attachment to the mother due to working abroad on children in their teens and adults later in life.

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