



Parenting of Migrant Worker Parents in Cultivating Early Childhood Independence

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Abstract: Independence is essential in early childhood as a foundation for managing one's own life. Parents play a key role in developing this through their parenting approach. However, economic demands—especially in-migrant worker families—have reduced parental involvement as both parents often work outside the home. Therefore, this study aims to analyze the parenting of migrant worker parents in forming the independence of early childhood. The method employed in this study is a qualitative approach, utilizing a case study design. The data collection technique used is participatory observation and semi-structured interviews with parents and early childhood educators. The data analysis model applied is the Miles and Huberman model, which involves four stages: data collection, data reduction, data presentation, and data conclusion. The findings show that early childhood independence develops in stages among children aged 5 to 6 years. Some aspects—such as self-care and simple decision-making—have begun to emerge, while others, like emotional regulation and problem-solving, are still in the process of development. Under permissive parenting, children tend to show emerging social freedom but limited discipline. In contrast, authoritarian parenting fosters obedience but often restricts initiative and autonomy.

Keywords: early childhood, independence, migrants, parenting

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INTRODUCTION

Parents have an essential role in the process of raising children in early childhood, namely in growing by providing nutrition for growth, mentoring, and educating in the process of child development towards adulthood based on religious values, noble character, so that children will have good personalities in every development of the era (Wahyuni & Al Rasyid, 2022)(Sari & Rasyidah, 2020). Children are an investment in their parents' future; therefore, it is the obligation of the family, in this case, the parents, to provide care, guidance, direction, and education for their children through religious teachings and laws.

National Education System Law No. 20 of 2003, Chapter 1, paragraph 1, states that: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that participants actively develop their potential to have spiritual religious strength, self-control, personality, noble morals and the skills needed by themselves, society, nation and state."(Sisdiknas, 2003). Likewise, parenting patterns in the family are important values during a child's development, because the family is the first educational institution where children learn about their lives. (Lesmi, 2022); (Umairoh & Ichsan, 2019). From here, children begin to

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recognize and learn cultural value systems, special rules, societal norms, and examples from parents, as well as practice skills, including the ability to be independent. (Amaliana & Afrianti, 2022).

Independence is crucial for an individual to develop from an early age. Independence is a state in which a person can perform activities without relying on others for support or assistance. (Malik et al., 2020); (Umairoh & Ichsan, 2019). In addition, according to (Zahroh, 2021) and (Muthi et al., 2020) mentions that independence is closely related to an individual's ability to adapt to their environment. A child can be considered independent if they can take care of themselves in a simple work environment. Among the characteristics of an individual that can be said to be independent are emotional independence, independent thinking, and independent action, which can be observed in daily activities such as choosing one's clothes, not being overly dependent, being able to follow instructions, and knowing what one should do. Independence in early childhood does not develop suddenly; rather, it is influenced by environmental stimuli that shape the child's growth and development. One aspect that plays a dominant role is the parenting pattern of parents, which, if carried out proactively, comprehensively, and intensively by both parents, will create habits in early childhood that will then form character, including independence. (Mayasari et al., 2020); (Safitri Hutami & Sobarna, 2022).

Children as family members have the right to receive proper education. Children obtain this education through the parenting process, which involves parents guiding, educating, fostering, and interacting with children in everyday life. (Amaliana & Afrianti, 2022); (Wahyuni & Al Rasyid, 2022) (Safitri Hutami & Sobarna, 2022). This aims to shape the child's character in terms of cognitive, social, and psychological aspects by facilitating optimal development, including social, emotional, cognitive, motor, and language development. (Manu, 2021). Based on Hendrowati et al., (2023) Independence must be instilled from an early age through a gradual process of understanding choices and their consequences, making parental roles crucial in shaping children's autonomy. Early childhood independence is reflected in a child's creativity, initiative, self-regulation, responsibility, and ability to make decisions. Parents can support this development by providing children with opportunities to make simple choices, encouraging them to complete daily tasks independently, maintaining consistent routines, and offering positive reinforcement for independent behavior.

Parents are the primary agents in child-rearing, but not all are capable of carrying out effective parenting. In the era of Industry 4.0, economic hardship, urban living pressures, and consumerist culture often hinder families from fulfilling their roles. These challenges have contributed to the rise of a migrant worker culture, where economic necessity pushes both parents—especially mothers—into the workforce.

Previous studies Masarik & Conger (2017) have shown that financial strain increases parental stress, which in turn affects the quality of parenting. Fathers under economic pressure may exhibit harsher or more disengaged parenting styles, while working mothers may experience emotional exhaustion, which can lead to reduced warmth and consistency in parenting. This accumulated stress and inconsistent parenting can significantly impact children's emotional and behavioral development, particularly in areas such as autonomy and self-regulation. Research indicates that economic pressure has a negative impact on the social and emotional development of adolescents through their interactions with their parents.. High economic demands can cause parents to experience stress, depression, and conflict, which has a negative impact on the child's psychological condition.

Another study found that children who grow up in environments with high levels of parental stress are more likely to experience emotional problems such as anxiety and depression. (Sari & Sulastri., 2024). In such situations, childcare is often shifted to grandparents or other extended family members, which can reduce direct parent-child interaction. Research shows that grandparental parenting can affect child development, both positively and negatively, depending on the approach used (Hartina R, 2021). Lack of

interaction with parents can have an impact on children's behavioral patterns, psychological stress, and minimal support from parents. Economic difficulties experienced by parents can be a significant obstacle to raising children, potentially disrupting parenting patterns and harming child development. Research shows that parents with low socioeconomic status tend to pay less attention to their children's growth and development, and apply less positive, unsupportive, and inconsistent parenting patterns. (Hosokawa R & Katsura T, 2018).

In addition, parents who work in the industrial sector with an elementary or junior high school education background often have to work all day and do overtime to meet production demands. This situation limits their time to interact with their children, which can negatively impact the quality of parenting. (Rahmawati, 2017). In East Java, particularly in Gresik Regency, many industrial workers are migrants who come to seek employment. They form a migrant community that lives and settles in the Driyorejo District. Parents working in the industrial sector in the Gresik sub-district tend to leave their children in childcare centers, have them cared for by grandparents, or entrust them to close family members. The high cost of childcare at childcare centers prompts parents to consider alternative options. Meanwhile, if cared for by close family, it also incurs significant costs. The last alternative is to leave them with Grandma and Grandpa's house. The influence of grandparents' parenting style on grandchildren with economic limitations leads to social and economic losses. (Dolan et al., 2009).

Parents working in the industrial sector in the Gresik District area tend to entrust their children to childcare centers, have them cared for by grandparents, or entrust them to close family members. The high cost of childcare at child care centers prompt parents to seek alternative options. For example, in Jakarta, the cost of child care ranges from Rp2,000,000 to Rp5,000,000 per month, depending on the facilities and location. (Asysyams, 2023). Therefore, many parents prefer to entrust their children to close family or grandparents, even though this option also has limitations, both economically and socially. Raising children by grandparents can have positive impacts, such as fostering children's independence. However, research shows that raising children by grandparents can also have negative impacts, such as children becoming disobedient to their parents and being more prone to shyness. (Zakaria, 2019). Due to economic constraints, care by grandparents is often less than optimal in meeting children's developmental needs, both emotionally and educationally.

The lack of education and skills in grandparents can lead to less-than-optimal parenting. Children who live with grandparents are at risk of experiencing emotional problems, such as depression and anxiety. Research shows that children who are raised by their grandparents are more likely to experience mental health problems, including decreased energy, somatic symptoms, and anxiety. To address this, grandparents require parenting training to enhance the quality of their care. Recent studies have shown that parenting training for grandparents can help reduce the negative impact on child development by providing skills to support children's emotional and social growth. (Hartati, F & Susanto, R., 2023). However, in practice, many grandparents tend to let their grandchildren play without supervision because parents are more focused on meeting the family's economic needs. As a result, the process of forming independence in early childhood is hampered by the lack of guidance and support from parents.

Based on the results of interviews with the Head of Driyorejo Village, data were obtained indicating that the number of migrant communities in the industrial area of Driyorejo Village was approximately 1,500 people. Meanwhile, population data based on the Migrant Community Family Card indicate that there are 3317 male residents and 3315 female residents. As workers, they work all day, especially when there are many orders; they are busy with their work, which never stops. This condition affects the intensity of the relationship between parents, which can impact the family's functioning. The more functions of family members' roles that are carried out outside the home, the less intense the relationship between

family members becomes, because they meet less frequently and the time available for gathering is increasingly limited.

In research conducted by Mayasari et al. (2020) A relationship was found to exist between parenting patterns and early childhood independence at Singkawang Pembina State Kindergarten. The parenting patterns applied by parents are based on a deep understanding of children's characteristics to shape their character. In addition, similar research on early childhood independence conducted by Amaliana & Afrianti (2022) In Cikukulu, Tasikmalaya, it was found that there is a relationship between the parenting patterns applied by parents in fostering early childhood independence at school and at home. Therefore, this study will examine the role of migrant worker parents in shaping early childhood independence through the parenting process, with the aim of informing future studies in Non-Formal Education. These findings can also serve as a reference for parents, particularly migrant workers, in their parenting practices. Therefore, given the background of problems related to early childhood parenting patterns among migrant worker parents, the purpose of this study is to examine how parental care influences early childhood independence among industrial workers in the Driyorejo area, Gresik Regency.

METHOD

The research method employed in this study is qualitative. According to Sugiyono (2017), Qualitative research methods are employed to investigate natural object conditions, where the researcher serves as the primary instrument of data collection. Data collection techniques are carried out through triangulation, and data analysis is inductive. The research results emphasise meaning over generalisation.

With this method, researchers explore in detail the lives of migrant communities, especially in early childhood care patterns. The type of research used during data collection in the field is a case study. Case studies aim to explore data in depth on the unit that is designated as the object of research. In this study, researchers focus on the role of parental care in fostering early childhood independence.

This research was conducted in the Driyorejo sub-district, Gresik Regency, East Java, from June 27, 2025. This study uses primary and secondary data sources. It can be inferred that the primary data source is obtained directly from the research location through interviews with various informants. Secondary data sources are data sources that indirectly provide information to support research findings, such as observational results and documentation. This study involved four informants who are parents working as migrant laborers in Driyorejo, Gresik, aged 35, 38, 40, and 45. The selection of these four was based on purposive sampling, aiming to capture in-depth insights from parents who directly experience the challenges of balancing work and parenting in a migrant context. Caregivers from daycare were not included as informants, since the study focused specifically on parental perspectives and parenting styles within the home environment.

Researchers engage in continuous interactions with informants to gather information by paying attention to and exploring phenomena that occur in the field, which are then interpreted and given meaning, and subsequently adjusted to align with the research objectives, specifically studying the care of migrant worker parents in fostering the independence of early childhood. According to Mezmir, (2020) states that the form of qualitative research is a description of the social situation obtained from research results through various data sources and then narrated. In relation to this, the data collection techniques used in this study include:

- a) In-depth interview: This in-depth interview was conducted with migrant worker parents as a source of learning, and with caregivers or substitute parents as sources of support in fostering children's independence. The interview followed a semi-structured guideline focusing on key themes: (1) parenting practices and values, (2) challenges in balancing work

and parenting, (3) strategies to foster children's independence, and (4) the roles of caregivers in daily child-rearing activities.

- b) Participatory observation: In this study, the researcher used participatory observation, which was carried out by observing and living at the research location, including parenting patterns applied in fostering independence in early childhood.
- c) Documentation Study: In this study, researchers also use documentation studies as a complement to primary data information. Documentation studies include photos of activities and activity reports that explain parenting patterns in fostering children's independence from an early age.

The data collection instrument uses interview guidelines and observation guidelines. In this case, it is also equipped with a recording device and field notes.

Meanwhile, the data analysis technique uses Miles and Huberman's interactive analysis which consists of several stages including: (1) data reduction is a stage used by researchers in compiling a summary that has been obtained, categorizing data results by providing codes according to their placement so that the data becomes detailed according to its category, then data selection to simplify data results and set aside data that is not following the research context; (2) data display or data presentation that is arranged systematically and sentences that are easy to understand, the form of data display usually changes the field results obtained such as charts or matrices that are processed again into narrative text; and (3) data verification and making conclusions is the final stage in analyzing data in this stage researchers look for relationships, similarities, or differences to conclude. Initial conclusions that are supported by valid and consistent evidence, when researchers collect data in the field, are considered credible. (Ubol & Henschke, 2015; Leko et al., 2021).

RESULTS AND DISCUSSION

RESULT

Based on the results of in-depth interviews with several sources, namely four migrant worker parents, divided into three parts, including the form of children's independence in (a) self-awareness, (b) responsibility, and (c) prosocial behavior. The answers regarding the interview results show the influence of migrant workers on children's independence from an early age. From the questions that the author has asked the sources, the following results were obtained:

a) Self-awareness

1. SY, as the parent of a migrant worker 1 stated that by teaching self-confidence to children, they will be able to provide confidence in their ability to do something independently, such as being able to make their own decisions, which is evident when they choose the clothes they will wear to play.
2. AB, as the parent of a migrant worker 2 explained that self-awareness not only teaches children about self-confidence but also allows them to manage their emotions..
3. AM as the parent of migrant worker three also explained that as parents who are far away from their children, we also have the responsibility to provide substitute roles such as grandparents who play a role in controlling self-awareness such as the independence of the child that I formed to be able to control impulsive reactions (not crying easily when something fails).
4. RV, as the parent of a migrant worker, also explained that the way to foster children's self-awareness as a form of effort to form children's independence is to provide opportunities to choose, train in recognizing emotions, provide examples of how to manage emotions, and so on.

b) Responsibility to yourself and others

1. SY stated that self-responsibility and forms of responsibility towards others are a child's ability that is instilled since childhood in realizing and carrying out their

obligations. Thus, the role of independence is to form independent and disciplined habits in children.

2. AB explained that in the pattern of independence, it not only forms responsibility but also enables children to establish positive relationships with peers or other people around them. For example, when children can respect turns while playing and can say "sorry" and "thank you."
3. AM explained that the form of responsibility to oneself and others is the ability to share, such as teaching children to help when friends are in trouble, comforting friends who are sad. With a sense of responsibility for the independence of these children, they are also able to empathize and be in solidarity so that they do not grow up to be selfish individuals.
4. RV also explained that the form of independence in children is a responsibility for themselves and others, so that from an early age, children are taught to be able to do their tasks, be able to interact positively with others, and be ready to share and care about the social environment.

c) Proportional and Disciplined Behavior

1. SY explained that proportional and disciplined behavior is an important part of the development of independence in early childhood; both categories can teach children to control themselves, behave according to the situation, and be responsible for their actions.
2. AB stated that in teaching children about proportional behavioral independence, we as parents can teach children to react or behave appropriately in certain situations, such as not crying excessively when it is not their turn to play.
3. AM also explained that in addition to teaching about the importance of proportional behavior in children's independence, AM also provides good parenting regarding disciplined behavior, namely, children's compliance with applicable rules, whether house rules, school rules, or social norms, such as disciplined behavior about tidying up toys after use.
4. RV explains that the relationship between proportional behavior and disciplined behavior in children's independence is that children do not easily depend on others to regulate their emotions, and children can act according to the rules without having to be continuously supervised. Thus, this behavior enables children to develop self-regulation and take responsibility for their actions.

DISCUSSION

The development that occurs in children cannot be separated from the involvement of parents in their children's education. The family is the first environment in which children are introduced and plays a vital role in their development. Through the family, children can learn to understand themselves and become familiar with others around them, thereby developing their character and personality. (Hasanah & Deiniatur, 2018). The character that has the most influence on the development of early childhood is an independent one, which can later impact the social-emotional development of early childhood. An independent character plays a crucial role in helping children learn to do everything themselves without relying on others for assistance.

Parenting is fundamental in shaping a child's character; the attitude of parents or family members becomes a role model that is crucial in the development of children. Interactions that are well-built can also help avoid negative influences on children and the surrounding environment. Many parents, especially in rural areas, become migrant workers to improve the family's economic level. This condition also causes children to be cared for more frequently by grandparents, siblings, or substitute caregivers, allowing parenting patterns that parents do not follow to impact the development of children's independence. (Hidayanti et al., 2023).

Early childhood care in migrant worker families requires synergy between parents, substitute roles, and the environment. With effective communication patterns and social support, children's independence can develop well, even when parents work abroad. In promoting independence in children, parents typically provide opportunities, offer guidance — either directly or indirectly —set examples, and provide emotional support.

Independence is a primary life skill and is one of the needs of every human being in their early years. In this study, independence is meant as a child's ability to have (1) self-awareness, which includes self-confidence and managing emotions, (2) responsibility for oneself and others, which includes responsibility, being good at socializing and sharing, (3) prosocial behavior, which includes physical ability and discipline, so that the individual will eventually be able to think and act independently. With independence, a person can develop more steadily and survive, allowing the child to be accepted into the social environment.

Early childhood care implemented by parents towards their children certainly has a different influence. Parents with positive parenting styles can invite children to deliberate. Parents are involved in caring for children, try to encourage them to be independent, but still set real rules and maintain control over their actions. While parents who tend to protect their children may prevent them from developing independence, this can make it very difficult for children to learn to be independent.

In the case of migrant worker parents in Driyorejo District, Gresik Regency, parents apply permissive and authoritarian parenting patterns. This permissive parenting pattern is characterized by parents who tend to follow their children's wishes, granting them freedom, and parental control over children tends to be low. Authoritarian parenting patterns often dictate the role of parents in decision-making and rule-setting, without involving the children. This can be proven through field results obtained from four parents who served as research informants in the migrant area of Gresik Regency, where they provide low control and tend to give their children freedom because they are busy with work, resulting in less involvement in their children's daily activities.

The role of parenting carried out by parents of industrial workers in the Driyorejo area includes providing protection, while also being protective of children in their daily activities, yet still encouraging them to learn to be independent. In addition, parents also provide affection through everyday interactions, such as warmth, which helps children develop positive social relationships and foster their potential and independence. The independence of early childhood is formed from the parenting process of parents of industrial workers in the Driyorejo area of Gresik Regency, as shown by the following indicators:

a) Self-awareness

Independence is a primary life skill and a key factor in the success of every human being in living their life. One aspect of independence is self-awareness. Self-awareness is the ability of a child to better recognize who they are, what they want, what they can and cannot do. Thus, at an early age, self-awareness typically develops through daily experiences, including interactions with parents, close family members, and peers.

Awareness encompasses self-confidence and the ability to manage emotions effectively. During the research process, researchers conducted direct observations of migrant communities in the Industrial area of Driyorejo, Gresik Regency. The number of subjects whose parents are migrant workers in Gresik Regency provides guidance and complete authority to their children in determining their choices.

As migrant worker parents, time with their children will be limited, so grandparents or other family members can take on a substitute role in parenting patterns. These challenges make communication between parents and children less intense, so a strategy is needed to build self-awareness in early childhood, which can be done directly or indirectly. (Zakaria, 2019)

First, make use of quality time by focusing on meaningful interactions, even if it is only done briefly, either by video call or voice call, when parents are far from their children. This

interaction can encourage parents to become more involved in their children's daily activities.

Second, encourage children to express themselves effectively. In this strategy, parents teach children to name the feelings they are experiencing, so that the child understands what feelings they want to express, whether they are sad, happy, or angry. By encouraging children to express themselves, they will be able to articulate their opinions in any situation.

Third, coordinating with substitute caregivers aligns parenting patterns between parents and substitute caregivers to support children's independence from an early age, such as conveying routines or tasks that children must become accustomed to, thereby providing clear, consistent, yet warm boundaries.

Self-awareness in early childhood, when it is fostered by parents or substitute caregivers, teaches children to recognize their feelings and needs, understand the consequences of their actions, feel supported even when their parents are far away, and develop an understanding of trying new things and taking responsibility.

Active and independent children do not depend on what others say; they bring their ideas to respond to all activities, and can make choices and decisions appropriately. Independent children can make decisions and choices. Emotionally independent children are those who can manage their feelings and are morally independent, guided by values that inform their behaviour in social interactions. (Jackie Marsh et al., 2017). Good emotions will make children, their friends, and other people in the child's environment feel comfortable.

Table 1. Forms of Children's Self-Awareness

Subject	Self-confident	Controlling Emotions
SY	Able to make his own decisions, shown when choosing the clothes he will wear to play.	Less able to delay desires, and easily angry, disappointed, sad, and crying if requests are not fulfilled.
AB	Able to make the right choices and decisions is evident in the clothes he chose.	Able to control himself when in class without being accompanied by his parents
AM	Able to make the right decisions, demonstrated by his/her ability to choose clothes, wear, and store his/her clothes.	Easily irritated if you fail to complete a task.
RV	Able to choose clothes to wear every day	Easily cries if his wishes are not fulfilled.

b) Responsibility to Yourself and Others

Responsibility is the foundation for developing independent behavior, discipline, and a sense of caring for others. Responsibility to oneself is the fundamental ability of an individual to enhance personal independence, while responsibility to others, such as the ability to be socially independent, complements it. From an early age, children need to be guided on the fact that every action has consequences, even if their parents are working.

Providing meaningful and regular communication, even when done remotely via voice messages, is one of the strategies parents use routinely to instil family values through simple language and positive motivation.

Although substitute caregivers replace the role of migrant worker parents, the role of parents remains consistent in specific tasks with their children, such as setting daily tasks, tidying up toys, watering plants, or ensuring that the tasks carried out are at the child's age that can be done independently without the help of others. With these small tasks, they can instil social responsibility from an early age through activities introduced through stories or parental guidance.

Every child can express their thoughts and engage in their activities. Independence can also be seen in how children take responsibility for their activities. For example, tidying up

scattered toys after playing is a step towards independence. In gaining independence, children can see their environment, interact with friends or other adults, and learn to be independent, which in turn shapes their personality. When children are in real life, spoiled children may be shocked to discover that not everyone cares about them and fulfills all their wishes as they do at home.

A spoiled child will have difficulty adjusting to their friends because they do not understand that when interacting socially with others, there are rules that must be followed and that children must share with their friends. The ability of children to share with their friends is evident when they give each other cookies.

Table 2. Form of Children's Responsibility

Subject	Responsible	Social Skills	Mutual sharing
SY	Having a sense of responsibility demonstrated by his ability to tidy up games after use without being asked.	Easy to get along with anyone	Happy to share with friends
AB	Having a sense of responsibility demonstrated by his ability to return the game to the place provided.	Easy to get along with anyone, without having to be accompanied by parents when playing	Happy to share with friends
AM	Having a sense of responsibility is demonstrated by his ability to tidy up the game after use.	Easy to get along with anyone	Don't have the ability to share with friends yet
RV	Having a sense of responsibility is demonstrated by his ability to tidy up the game after use.	Easy to get along with anyone	Not yet able to share with friends and parents

A child's independence can reflect their current condition and future. Responsibility for oneself and others is a way for parents to provide education that trains children to be independent. In the indicator of responsibility for self and others, children are expected to demonstrate the ability to take responsibility for their actions, engage in social interactions effectively, possess social skills, share with others, and exhibit empathy towards others..

From the researcher's data in the field, it can be drawn a common thread and conclusion that responsibility for oneself and others in early childhood begins to appear in several categories including: being responsible for tidying up toys and putting them in the place provided for toys, being good at socializing because their friends like them, and easily interacting with friends at school, sharing food with friends.

c) Proportional and Disciplined Behavior

Proportional behavior is a fair and balanced attitude of parents towards the child's development, where parents are neither too indulgent nor too pressing. Disciplined behavior also teaches children from an early age to understand the rules and regulate themselves through consistent habits and routines. With proportional and disciplined behavior, children become more aware of boundaries, good habits, and responsibilities from an early age.

Physical independence and body function refer to the ability to meet one's own needs. For example, when needing food and drink, the child must be able to eat and drink independently. Children learn to become independent by getting accustomed to wearing their clothes, cleaning themselves (such as bathing), playing, and tidying up on their own, among other things. After conducting interviews and observations with the first informant, it was observed that he demonstrated good physical abilities.

Independence is closely related to discipline. By teaching discipline to children from an early age, we train them to be independent in the future, where the key to their

independence is actually in the hands of their parents. Teaching children to be physically and functionally independent should be done slowly. Their physical ability to do so is seen by their willingness to learn. Discipline can be observed in how children complete an activity on time. To train children in instilling independence from an early age by providing prosocial behavior. Children's independence becomes increasingly apparent as they approach adulthood. Children have begun to understand their physical abilities, and they start to develop discipline over time.

Table 3. Forms of Proportional Behavior and Discipline in Early Childhood

Subject	Physical Ability	Discipline
SY	Able to bathe alone, without help from parents	Able to be disciplined with time, this is demonstrated in learning activities.
AB	Have the ability to perform daily activities.	Having discipline regarding time to study, shown through his habit of reciting the Koran
AM	Still unable to carry out personal activities, as indicated by still needing help from parents when dressing	Able to be disciplined with time, this is demonstrated in learning activities.
RV	Able to carry out personal activities without needing help from parents, this is shown when having lunch.	Able to be disciplined with time, this is demonstrated in learning activities.

Based on the results of the study on the achievement of aspects of the development of independence of early childhood who received positive care, in this study, early childhood from informant family I, informant family II and informant family III, children have begun to reach stages of development of independence according to the age of children 5 to 6 years. Early childhood is the time when children begin to master aspects of independent development, including the following: (a) self-awareness, which is part of self-awareness or intrapersonal intelligence, enabling children to establish good social relationships with others. These intrapersonal skills will allow children to choose their activities and understand how to behave in various social situations they encounter. Self-awareness encompasses the ability of children to develop self-confidence and manage their emotions effectively; (b) Being responsible for oneself and others is the ability to know one's rights, obey the rules, regulate oneself, and be responsible for the good of others. Having responsibility for oneself and others involves a sense of accountability, adequate socialization, and a willingness to share. (c) Prosocial behavior is the ability to play with peers, understand their feelings, respond to them, share, and respect the rights and opinions of others, be cooperative, tolerant, and behave politely. Prosocial behavior includes physical ability and discipline.

Meanwhile, children who are raised with parenting that tends to protect themselves, such as in this migrant worker study, early childhood from informant III's family, children have not been able to master aspects of the development of independence of children aged 5 to 6 years which include: a) self-awareness, is part of self-intelligence or intrapersonal that children need to be able to establish good social relationships with others. These intrapersonal skills will help children choose their activities and understand how to behave in social situations they encounter. Self-awareness includes the child's ability to have self-confidence and be able to control emotions, b) being responsible for themselves and others, which is the ability to know their rights, obey the rules, regulate themselves, and be responsible for the good of others. Being responsible for oneself and others includes a sense of responsibility, being good at socializing, and sharing. c) Prosocial behavior is the ability to play with peers, understand feelings, respond, share, and respect the rights and opinions of others, be cooperative, tolerant, and behave politely. Prosocial behavior includes physical ability and discipline.

CONCLUSION

Efforts to form early childhood independence by migrant worker parents in the Driyorejo area of Gresik Regency, based on research data, show that the development of early childhood independence is beginning to form, and some have not yet formed in three stages of achieving aspects of the development of child independence, aged 5 to 6 years. Independence is a crucial aspect to be instilled in early childhood, as it lays the foundation for individuals to live their lives independently. Therefore, the role of parents, especially working parents, through the process and pattern of influence, is essential in producing a generation that can be independent.

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