

THE RELATIONSHIP BETWEEN ATTACHMENT AND SELF CHARACTER VALUES IN CHILDREN WITH WORKING MOTHERS

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Abstract

This study aims to determine the relationship between attachment to mothers who work with the self-character values of early childhood in Banda Aceh city. This research was a descriptive-qualitative and the research subject were 4 children aged 5-6 years old. Data collected through interview and observation. The result of this research showed that children who had secure attachment style were having independence in intellectual, physical activity, confidence, responsibility, and social aspects, such as eating, wearing and taking off clothes, combing hair, wearing and taking off shoes, solving the problem when playing, choosing and deciding simple things in daily life by themselves (such as choosing toys, clothes that they want to wear, and food), expressing opinion, and playing with peers. While children who had resistant attachment style (ambivalence) their independence development was slower, they were difficult to be separated with their parents, they preferred to be alone, and they felt difficult to socialize with environments outside the family.

Keywords: Self Character Values, Attachment, Working Mothers

INTRODUCTION

Independence is a condition that makes an individual stand alone without relying on others. According to Astiati (Wiyani, 2013, p. 28) independence is the ability or skill possessed by children to do everything themselves, this ability is related to self-help activities that are manifested through simple activities that are close to children and needed in daily life, such as eating, drinking, wear clothes, etc. independently. The independence of early childhood allows children to carry out their own development activities and tasks so that they do not depend on others.

According to Wirowidjojo (Slameto, 2003, pp. 61-62), "Family is the first and foremost educational institution and is very decisive in children's education, especially the independence of children because the way parents educate their children will influence the way they learn". The family environment is the first environment for children where the parent is the object closest to the child so that all treatment received by the child from objects in the environment will shape the child's personality.

Parents, especially mothers, are one of the most time-consuming individuals with children so that children become attached to their mothers. According to Schindendanz (Megawangi, 2004, p. 64) "All parental behavior and parenting applied in the family must have an effect on the formation of the personality or character of a child, especially independence". The behavior in question is not only about the physical but also concerning affection, touch, emotional attachment (*emotional bonding*) between the child and parents, especially the mother, and the planting of values can affect the child's personality, especially independence. According to Mussen (Puryanti, 2012, p.

6), "independence of one of them depends on parenting and attachment of children to parents (mother)". Attachment at the beginning of the first year of life is very important because it is the foundation for the growth and development of children in the next stage, one of which is independence.

As stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 Appendix 1 concerning Standards for Achieving Child Development (STPPA) that, "at the age of 5-6 years children are able to manage themselves" (Kemendikbud, 2014, p. 28). The ability to self-regulate is one form of independence that can be seen through the ability of children in self-help activities that are manifested through simple activities that are close to children and needed in everyday life involving intellectual aspects, physical activity, confidence, responsibility, and social, such as: wearing and removing their own clothes, being able to clean themselves when urinating and defecating independently, able to clean up toys after playing, able to solve various problems faced when playing, able to express their opinions, and be able to adjust to others. Therefore, the purpose of this study was to determine the relationship between child attachment to mothers and the independence of early childhood in the city of Banda Aceh.

LITERATURE REVIEW

Attachment

Attachment is the basis of trust for the child, which the child needs confidence in completing the development tasks as well as the trust is also the basis for the development of children's self-concept. Erikson (Matsumoto, 2004, p. 107) states that stickiness is an important basis of trust in a child's developmental process that lasts a lifetime. The bad attachment will cause *mistrust* so that it can prevent children from completing their development tasks while good attachment will lead to *trust* so that they can help children in completing their development tasks.

The attachment that is formed greatly influences the development of the child, because with the attachment and attachment the children with a strong sense of intimacy are expected to be social creatures that are easy and have a great curiosity towards their environment, want to learn and develop the ability to overcome mental stress. Serious disorders in the process of attachment and attachment to children can cause problems in subsequent child development.

According to Ainswoth, et al. (Matsumoto, 2004, p. 107) there are three patterns of *attachment*, namely:

1. *Securely attached babies* (children who have a safe attachment), based on this attachment pattern the child places the mother as the main figure to obtain security. Children have a positive bond with mothers, and children get positive encouragement from mothers. Children will feel comfortable when together with their mothers and show little protest by whining or straining when parting with their mothers. However, when the mother returns, the child will build positive interactions with his mother. Children who have safe attachments usually have a warm and responsive mother.
2. *Insecure-avoidant babies* (children who have insecure attachments or avoidance), based on this attachment pattern the child shows an insecure attitude by avoiding his mother. Children only show little interaction when together with mother and do

not show any reaction when parting with mother. However, when the mother returns, the child sometimes looks away or even avoids his mother. Children who have this pattern of insecurity or avoidance usually have an instructional (overly intrusive) mother and are too stimulating.

3. *Insecure organized babies* (children who have irregular or ambivalent attachments). Based on this pattern of attachment, the child responds to the mother uncertainly, changes from looking for and rejecting the mother's attention so that the child experiences confusion. Children with this attachment pattern have mothers who are insensitive and are less involved with their children.

Independence

Independence is a condition that makes an individual stand alone without relying on others. According to Subroto (Wiyani, 2013, p. 27) independence is the ability of children to carry out simple activities independently without the help of others seen in various ways. This independence starts from simple things that can be done by children themselves and is closely related to the lives of children.

The independence of early childhood can make children aged 0-6 years stand alone, not dependent on other people, especially their parents. According to Mustafa (Wiyani, 2013, p. 28), "independence is the ability to make choices and accept the accompanying consequences". Independence in children is realized when they choose and determine what they want themselves and make decisions about things they will choose, starting from simple things to complicated things. Like choosing toys, choosing clothes that he will wear and so forth. This independence can develop early through the exercises are given in accordance with the stages of child development. So that children learn to do their own simple tasks that they should be able to do on their own, such as eating, tying shoelaces, combing hair and so on.

METHOD

Type of this research is qualitative descriptive research. The research subjects were children aged 5-6 years and had mothers working (outside the home), while the subjects of this study were 4 children who attended TK IT Al-Azhar. Data collection techniques used in this study were interviews and observations. The analysis technique used in this study is descriptive qualitative analysis techniques, this data analysis technique is a collection of data that has been obtained from the results of interviews and from the results of observations that researchers conducted in accordance with interview guidelines and observation guidelines. This observation is done by observing directly to the location of the study, the researcher directly observes when the child and his attached figure (mother) are at home to see the attachment of the child to the mother, and observe directly when the child is in school and also at home to see independence the child. Interviews were conducted with parents of children, as well as to the people closest to the child, such as replacement caregivers, and teachers with the intention of knowing the attachment of the child to the mother and to find out how far the development of the child's independence.

RESULTS AND DISCUSSION

The Pattern of Child Attachment to Mothers in Banda Aceh

From the results of research conducted using interviews and observations, it was shown that the pattern of attachment possessed by children in the mothers shown was

secure attachment while one other respondent had an irregular pattern of attachment (*insecure organized babies*). Stickiness secure (*secure attachment*) of children at R1 formed because mothers often spend time together and doing activities together with the child, the mother sensitive to the needs of children and mothers are always there when the child needs help. Children look very happy when taken to the office, children do not whine when mothers are busy doing activities. Children look very happy and sometimes hug their mothers when mothers pick up school children. According to the results of interviews with researchers with children's teachers, even because they were very happy when picked up by their mothers, children often left some items at school.

Stickiness safe (*secure attachment*) of children at R2 formed due to communication and awareness. Mothers also involve children to do joint activities, love from mother to child can be seen from the way mothers treat children so that children feel very happy when they are near mother. The child looks very happy and curious when taken to the office by the mother. Based on the results of interviews that researchers conducted with the caregivers of children, that children always wait when the mother comes home from work and when she hears the sound of the car the mother of the child immediately chases and enters the car. The pattern of *Secure Attachment* of children on R4 can be formed because mothers build active communication with children and mothers also often ask about children's activities, mothers also do not ignore children when the child comes to him even though the mother is busy with housework. Children are also very happy when taken to the office and do not show protest when the mother is busy doing activities. This is as described by Ainsworth, et al. (Matsumoto, 2004, p. 107) that *secure attachments* can be formed because mothers show responsive and positive attitudes towards children, often spend time with children, are sensitive and care about the needs of children, provide positive responses when children need help, involve children in communication and activities, and often carry out various activities with children. This is what forms positive interactions until the feeling of security if the child is close to the mother.

R3 has a pattern of *insecure organized babies*, children continue to explore and play even though they are not near the mother, and the child does not show protest and asks when the mother is busy working even when left out of town. This is because children spend more time with their fathers and grandmothers. Mothers also rarely communicate with children, because mothers are too busy working and rarely meet and spend time with children. This is consistent with the opinion of Ainsworth, et al. (Matsumoto, 2004, p. 107) that *insecure organized babies* are formed because mothers are insensitive and less sensitive to children's needs and less involved and rarely spend time with children.

Level of Independence of Children

From the results of the study indicate that the level of independence of children is different. This is influenced by several factors, one of which is the attachment of children to the mother. Shown in the study of Puryanti (2013, p. 45), that there is a positive relationship indicating that the higher the child's attachment to the mother, the higher the independence. The results of this study indicate that children are independent in intellectual aspects, physical activity, confidence, responsibility, and social. Children R1, R2, R4 are independent in several ways, such as: eating, wearing and removing clothes, combing hair, wearing and removing shoes, solving problems

when playing, choosing and deciding on their own simple things in daily life (such as choosing toys, choose clothes that he wants to wear and choose food), express opinions and play with peers. To clean themselves when defecating children are still under the supervision of parents because children are still in the learning stage.

R3's children are actually independent just like other respondent children but the development of independence in children is slower than the 3 other respondent's children. According to the results of interviews conducted by researchers with child teachers, in recent months, children have shown better independence because in recent months children have seen their mothers more often than in previous months. In the previous few months children were very difficult to separate from their parents when they were taken to school and did not want to go to class, children were more aloof and difficult to socialize with their peers and children only played when they entered certain centers, but now the children want to enter class, able to socialize and play with peers.

The Relationship between Child's Adherence to Mother and Independence of Early Childhood in Banda Aceh

The results of the study show that in children who have a secure attachment pattern, children are independent in intellectual aspects, physical activity, self-confidence, responsibility, and social, such as: eating, wear and take off clothes, comb hair, wear and take off shoes, solve problems when playing, choose and decide for themselves simple things in everyday life (such as choosing toys, choosing clothes that he wants to wear and choosing food), express opinions and playing with peers. Whereas for children who have irregular or ambivalent attachment patterns the development of child independence is slower, only in recent months have children shown better independence before children are very difficult to separate from parents, prefer to be alone and difficult to socialize. The same thing was explained by Nurhayati (2015, p. 10) in the results of her research that there is a relationship between safe attachment and children's independence which means that children's safe attachment to parents will be related to the child's independence. Children with high secure attachments, the child's independence is also high, whereas children with safe attachments are low, and their independence is also low.

CONCLUSION

The results of the study show that in children who have a secure attachment pattern, children are independent in intellectual aspects, physical activity, self-confidence, responsibility, and social, such as: eating, wearing and removing clothes, combing hair, wearing and removing shoes, solve problems when playing, choose and decide for yourself simple things in everyday life (such as choosing toys, choosing clothes that he wants to use and choosing food), express opinions and play with peers. Children who have an irregular or ambivalent pattern of attachment are developing their independence more slowly, and in the last few months the child has shown better independence before the child is very difficult to separate from parents, is aloof and difficult to socialize.

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