

Parenting of Industrial Workers: The Impact of Emotional Social Development of Early Childhood

¹Ali Yusuf, ²Bambang Budi Wiyono, ³Hardika, ⁴A. Rasyid Al Atok

Abstract--the pattern of parenting in the current era is the foundation of the child towards maturity. Children who get parenting from parents on an ongoing basis will foster children's social emotional. This is different from the condition of children of industrial workers. Parents of industrial workers' parents with limited time, lack of education, and family economic needs have an impact on children's emotional social development. Therefore, this study aims to determine the parenting patterns of the parents of industrial workers, and the impact of emotional social development of early childhood in Driyorejo Sub-District, Gresik Regency, East Java, Indonesia. This research was conducted using a qualitative research design, with 30 respondents as industrial workers. Data analysis uses an interactive model, namely, data collection, data reduction, data display, and conclusion drawing. The findings of this study indicate that parenting has an impact on children's psychological development such as levels of education, family economy, pampering children, and leaving to stay at grandma's house. They become an inhibiting factor for children's social emotional development. Therefore, this research is important to provide information to parents and schools to provide a large portion in the pattern of early childhood care in the golden period.

Key words--Parenting, Industrial Workers, Emotional Social Development, Parental Education, and Early Childhood.

I. INTRODUCTION

Parenting in the family is an important value during the child's development. Children as family members have the right to proper education. Family education is the first education given by parents to children. Children begin to recognize and learn the cultural value system, special rules, habits, norms, and examples from parents.

In big countries like the United States, working parents often forget childcare, because of work (Barnett & Gareis, 2007; Presser. H. B., 2003). Something similar happened in Indonesia like in developing countries. Economic demands are the reason for married couples to work to leave childcare. According to ecological theory and the theory of family systems, parenting parents who work all the time will affect the behavior of children (Barnett & Gareis, 2007; Bronfenbrenner, 1979).

Family is a kinship relationship (Baldwin, 2001). Through families, people live together, have an inner bond, and care for one another and influence. Through parenting, family education is passed on to children. Family

¹Non-Formal Education Departement, Universitas Malang, Malang, Indonesia. Email: ali.yusuf.1601419@students.um.ac.id

²Non Formal Education Departement, Universitas Malang, Malang, Indonesia. Email: bambang.budi.fip@um.ac.id

³Non Formal Education Departement, Universitas Malang, Malang, Indonesia. Email: hardika.fip@um.ac.id

⁴Non Formal Education Departement, Universitas Malang, Malang, Indonesia. Email: a.rosyid.fis@um.ac.id

education or informal education is education that takes place within the family and the environment (Sistem Pendidikan Nasional Nomor 20 Tahun 2003, 2003).

In informal education, families have the freedom to provide parenting to children. Parenting patterns in the family will show the attitudes and behavior of children, as well as in developing the potential of the children. Family functions have important impacts on the development of children such as the quality of child care, family relationships, and child welfare (Jacobsen et al., 2004). The sociological view, the function of the family is to have the functions of protection, education, biology, economics, religion and recreation.

Caring for children is not only in meeting physical or physical needs, but also the fulfillment of other developmental optimizations such as social, emotional, cognitive, motor and language development. Parents are the main role takers in parenting. Parenting patterns are often more inclined to the mother. This has resulted in the emergence of stress and the inconvenience of caring for the mother. (Crnic & Greenberg, 1990). The child's closeness to the mother psychologically causes an inner bond. Mothers conceive, give birth and breastfeed. In the current 4.0 technology era, many families are unable to carry out their functions properly such as poor family economic conditions, the demands of living in big cities, and the culture of consumptive society..

Economic constraints that make mothers come to work, and stress levels of fathers after work affect children's behavior (Whitbeck et al., 1997). Economic demands make parents stressed, depressed, and conflicted which result in bad consequences for the psychological child (Conger et al., 1993; Whitbeck et al., 1997). The worsening condition of childcare is number two. Fathers and mothers of industrial workers in Indonesia, they prefer to work because of family economic factors. Parenting is given to grandmothers and grandfathers. Parent interaction is reduced with children. Impact on children's behavior patterns, psychological pressure, and the lack of supportive capacity of parents (Kelley et al., 2011). Economic difficulties experienced by parents become obstacles in the process of child care. The emergence of emotions between mother and father is a factor of economic hardship. Parenting is disturbed and the child has bad developmental consequences (Conger et al., 1993; Kelley et al., 2011; Whitbeck et al., 1997).

Parents who work in the industrial sector have an average education in elementary and junior high schools. They work in the industrial sector, mostly working all day. If there is a demand for production, they must work overtime to meet production. Driyorejo sub-district is one of the districts located in the southern region of Gresik Regency, East Java Province, Indonesia. Most of the Driyorejo sub-district people work in the industrial sector, which is 72, 97 percent (Badan Pusat Statistik, 2016). Data from the Central Statistics Agency of Gresik Regency in 2019 records residents who work according to business fields such as:

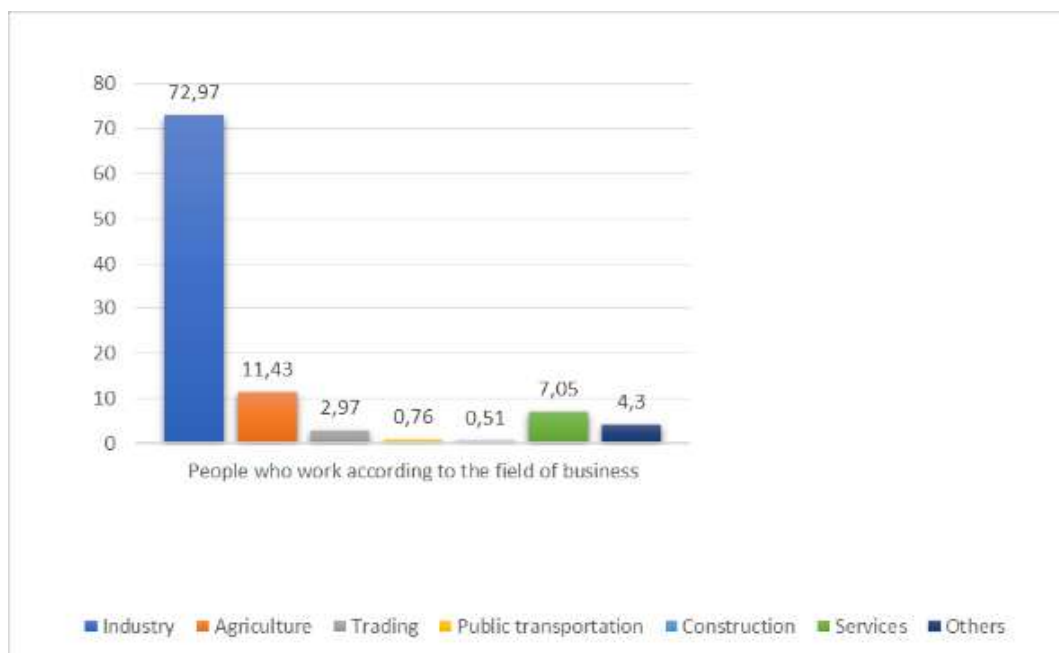


Fig.1. Population Working by Business Field in 2019

In figure 1. the population who work according to business fields in 2019 for the sub-district of Driyorejo, namely, in the industrial sector 72.97%, agriculture 11.43%, trade 2.97%, Transport 0.76%, Construction 0.51%, services 7, 05% and other 4.30% (Badan Pusat Statistik, 2019). Employment occupies the highest position is in the industrial sector which is 72.92% with the number of workers around 30,383 inhabitants. While there are 61 small industries, 34 medium industries and 34 large industries with a total of 166 industries (Badan Pusat Statistik, 2019).

Parents who work in the industrial sector have a tendency to leave their children in the day care park (TPA), cared for by grandmothers and grandfathers, and left to their immediate family. The cost of child care in an expensive landfill makes parents think of other alternatives. Meanwhile, if the child is cared for by a close relative (immediate family) also incur large costs. The last alternative is taking care of grandma and grandfather's house. Grandmother and grandfather's parental care for grandchildren with economic limitations creates social and economic losses (Dolan et al., 2009).

The minimum level of education and skills of grandmothers and grandfathers made parenting children not going well. Children who live with grandmothers and grandfathers also experience depression, and awkward anxiety (Ghuman et al., 1999). So we need parenting training for grandmothers and grandfathers (Dolan et al., 2009). Grandmothers and grandfathers tend to let their grandchildren play without parental assistance because their parents focus on finding the fulfillment of the family's economy.

Child's social emotional becomes undirected along with the development of increasingly advanced technology. The digital age makes it easier for children to access social media, the web, youtube, games and the internet. It makes parents more difficult to control children's emotions. To improve children's emotional, school is often a place to raise children's awareness through advice from the teacher. Teachers as parents at school have an important role to socialize children's emotional competence (Denham et al., 2012). In addition, parental support is

a vital value in assisting emotional social development of early childhood.

The impact of gadgets that develop along with the times makes early childhood increasingly dependent on technology. Easy internet access makes children more complacent with technology. Parents of industrial workers who work for more than 8 hours make the child more distant relationship with their parents. In addition, overtime hours applied by the factory make parents have to go home after working hours.

Early childhood while waiting for parents to come home from work are given gadgets throughout the day. The danger of overuse of gadgets makes children talk too late, prone to exposure to negative content, pornography, hate speech, and other deviant behavior. According to Alex Constantinople, as the chief executive of marketing communications technology company, children aged 5 years are never allowed to use gadgets every day, and children aged 10-13 years are allowed to use gadgets for a maximum of 30 minutes during night school (Bilton, 2014).

Children who use gadgets for too long are also prone to exposure to dangerous content such as bullying from peers, pornography, addicted to technological devices (Bilton, 2014). Excessive use of technology has a negative impact on children's social emotional well-being (Ashari et al., 2018). Excessive social media activities also reduce children's interactions with friends (Heim et al., 2007). In other studies, the use of gadgets in students provides excitement, and creates motivation in aspects of learning in the classroom (Ashari et al., 2018).

The level of child development can be trained (D'Angelo & Omar, 2011), improvement of children's development through several ways:

- a. autonomy and independence,
- b. categorical self-concept and beginning self-reflection,
- c. impulse control, or emotion regulation,
- d. empathy, morality, and standards,
- e. gender identity and gender-role identification,
- f. becoming connected to others and a member of society.

To be a good parent and to train the level of development of the child, as a parent must be wiser. A good parent spells the development of children with democracy in accordance with the times. Start by teaching the child's independence, tempering self-concept, controlling emotions when with playmates, having a sense of empathy, moral, knowing the roles of men and women, and being able to adapt to the environment and mutual community.

Limitations of parental education patterns in families are latent dangers that impact on children's development. Parenting patterns in Islamic studies of Surah Al-Luqman: verses 12-19;

- Instilling monotheism and avoid polytheism;
- Instilling a sense of obligation to glorify Allah SWT and revive the soul of *Muroqobah* (always feeling under the supervision of Allah SWT)
- Instilling a sense of obligation to uphold prayer, as a means of continuous communication between humans as creatures and Allah SWT as *Al-Kholiq*;

- Instilling a sense of obligation to act and be respectful to parents and obey them within the limits not contrary to Islamic aqeedah;
- Instilling a sense of obligation *amar ma'ruf nahi munkar*, and be steadfast in facing obstacles and trials in life;
- Instilling a sense of compulsory courtesy in everyday relationships;
- Instilling a sense of obligation to respect others, not being arrogant both in words and deeds.

Through social abilities possessed by children, parents will find it easier to provide child care. According to the Minister of Education and Culture No. 137 of 2014 concerning standards of early childhood education that the level of achievement of children's social emotional development in table 1 as follows:

Table 1: The level of Achievement of Early Childhood Emotional Social Development (Mohammad Nuh, 2014)

Self-Awareness	<ul style="list-style-type: none"> • Demonstrate self ability; • Get to know your own feelings and control yourself; • Able to adjust to others.
A sense of responsibility for yourself and others	<ul style="list-style-type: none"> • Ability to know their rights; • Obey the rules; • Manage yourself; • Take responsibility for his behavior for the common good.
Pro-social Behavior	<ul style="list-style-type: none"> • Ability to play with peers; • Understanding feelings; • Calling; • Sharing; • Respect the rights and opinions of others; • Be cooperative; • Tolerance; • Be polite.

The indicator of the level of achievement of emotional social development of early childhood in table 1 is the child's ability to achieve social maturity in self-adjustment. With the level of maturity possessed by children, the child's social emotional development is increasingly developing along with the family environment and outside the family.

Children's social development is influenced by two things: a) the family environment and b) the environment outside the home (Hurlock, Elizabeth, 1978). Family environment in this case is the environment in the family, starting from parents, grandmothers and grandfathers, siblings, or relatives on the parents' side. Whereas the environment outside the home is the children's play environment, the school environment, and the

community environment.

Current research on parenting parents on the emotional social development of early childhood in developed countries and in developing countries are influenced by family economic resources. However, we extend the study of this problem in various ways. First, it focuses on the parents of industrial workers (factory workers) with low levels of education who provide child care for grandmothers and grandfathers. Children who are cared for by grandmothers and grandparents are prone to stress and emotional problems (Ghuman et al., 1999)

Second, the pattern of parenting industrial workers who give gadgets to children, and without the supervision of parents. Environment and media have a big influence on the development of children, the emergence of depressive genes in children (Christakis, 2009). This media includes TV, Smartphones, gadgets, computers, internet, video games, and you tube.

Third, the constraints of family economic difficulties that affect the social emotional of children, especially children of factory workers who are vulnerable to environmental influences and deviant behavior. Early childhood care is based on the premise that early childhood is a critical period. Implanting the wrong values will affect the emotional development of children.

II. METHODOLOGY

Research Context Early childhood care is the responsibility of parents. The economic needs and professional factors of the parents of industrial workers make parental care not optimal. This condition affects the emotional social development of children. Childcare responsibilities are transferred to grandmothers and grandfathers. With traditional parenting patterns, children simply get physical care that is prepared food, bathed, and put to sleep. There is almost no care done by parents, especially mothers. Excessive use of gadgets has a negative impact on children's development. And the economic demands of the industrial worker's family have an impact on the social environment and deviant behavior of children. This study uses qualitative research methods, by exploring the behavior, attitudes and experiences of respondents through in-depth interviews and focus groups (Dawson, 2007).

Research Subjects The data collection of this research since 2018-2020 with 30 research subjects, with criteria of 20 men and 10 women. Respondents are parents of industrial workers who have early childhood aged 5-6 years in the Driyorejo Sub-District, Gresik, Indonesia. Qualitative research approaches relate to subjects, attitudes, opinions and behavior (Kothari, 2004).

Data Collection This research data was collected using interviews, observation and documentation. Variations in types of research instruments include checklists, observation guidelines, and interview guidelines. In addition, research data were collected by observation, personal interviews, telephone interviews, sending questionnaires and interview scheduling (Kothari, 2004). The purpose of the interview is to get information where the interviewer raises questions to be answered by the person being interviewed. In the implementation, researchers use participant observation guidelines, ie researchers are directly involved in the field. The documentation method is looking for data about variables in the form of notes, transcripts, books, magazines, newspapers, inscriptions, minutes of meetings, agendas and so on. In data collection techniques, there are three categories namely: comfort,

assessment, and sampling (Byrne, 2001). The qualitative data analysis process includes: gathering information, assessing data, interpreting data, and data analysis process (Dawson, 2007).

III. RESULT

The findings of the study of the parenting patterns of industrial workers' parents and the impact of emotional social development on young children show that parenting skills affect the level of children's emotional social development. Although in the implementation of parenting, many industrial workers experience constraints and parenting is transferred to grandmother or grandfather.

The parenting patterns of parents of industrial workers in other countries will be different in Indonesia. Different parenting patterns will affect the child's level of development, both from the cognitive, affective and psychomotor children. Differences in parenting can be seen in table 2 as follows:

Table 2 Differences in Parenting in Developed Countries and Developing Countries

Ideal Parenting Patterns	The Parenting Patterns of Industrial Workers' Parents in Indonesia
Bring new experiences to children in the family (Berrick & Skivenes, 2012).	Childcare is carried out by grandmothers and grandfathers; When parents work, children are only given physical care including: bathing, feeding, and sleeping without any supervision while the child is playing.
Establish good relationships with biological or adopted children in care (Berrick & Skivenes, 2012).	The interaction of parents with children is only limited to accompany them during the night's sleep and help do homework
Be responsive to the child's development, which is tailored to the child's needs. And respond actively to the level of affective development and behavior of children (Berrick & Skivenes, 2012).	The level of busy parents makes there is no special assistance for children such as when playing with peers, and the lack of parental control in the level of child development. This condition results in deviant behavior in children due to environmental factors.

The difference in parenting patterns in table 2 illustrates the condition of parenting in developed countries and developing countries. This pattern of nurture occurs on an ongoing basis from generation to generation. Although, many parents neglect childcare as happened to the parents of industrial workers in Driyorejo sub-district, Indonesia.

Researchers in this context look more at how large the pattern of parenting industrial worker parents, and what forms of parenting are often used by parents of industrial workers in providing child education and the impact of emotional social development of early childhood.

The data source of this research is industrial workers with the following characteristics:

Table 3 Characteristics of Industrial Worker Parent Respondents

<i>Variable</i>	<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
Gender	Male	20	66,7
	Female	10	33,3
Age	< 30 Years	6	20
	30-40 Years	10	33,3
	41-50 Years	9	30
	51-60 Years	3	10
	> 60 Years	2	6,7
Education	Not / Not yet graduated from elementary school / equivalent	0	0
	Not finished Elementary School / equivalent	2	6,7
	Graduated from Elementary School / equivalent	7	23,3
	Graduated from Junior High School / equivalent	8	26,7
	Graduated from High School / equivalent	13	43,3
	D- / II	0	0
Job status	Factory workers	30	100,0
Income	< Rp1.000.000,-	0	0,0
	Rp 1.000.000,- to Rp 2.000.000,-	3	10,0
	Rp 2.001.000,- to Rp 3.000.000,-	23	76,7
	Rp 3.001.000,- to Rp 4.000.000,-	4	13,3
Frequency of working in 1 week	1-5 times a week	3	10,0
	1-6 times a week	23	76,7
	1-7 times a week	4	13,3
Distance between home and factory	1 kilometer	0	0,0
	2 kilometers	7	23,3
	3 kilometers	4	13,3
	> 4 kilometers	19	63,3
Number of children	1 child	5	16,7
	2 children	21	70,0
	3 children	3	10,0
	> 4 children	1	3,3

Error! Not a valid link. Characteristics of industrial worker parent respondents in table 3 can be explained as follows:

The respondents of this study were 20 men and 10 women with an average age of 30-50 years. For the education of factory workers, on average they have been in middle and high school, even though some have not completed primary school. For the status of work as many as 30 people are factory workers. Average income varies from Rp. 1,000,000 up to Rp. 4,000,000. Industrial workers work a week between 5-7 working days. For the distance between the house and the factory, the majority are more than 4 kilometers. And the number of children of factory workers varies with an average of 2 children.

1. Parenting of Industrial Workers' Parents

In the parenting of industrial workers' parents in Driyorejo Sub-District, Gresik Regency, East Java, Indonesia illustrates that: a) parents' understanding of childcare patterns, b) responsiveness to children's desires, c) explanations, d) parental involvement in children's activities.

The pattern of parental care of industrial workers in the Driyorejo area of Gresik Regency has the following:

a. Parents' understanding of childcare patterns.

Parents who work in the industrial sector in general provide care for children in accordance with the experience gained from previous parents. This condition is reflected in the responses of informants that the pattern of child care is to educate children so that they are diligent in learning, diligently reciting the Qur'an, clever in character, and can be better than their parents.

Understanding parenting parents to the extent of reminding eating time, should not be naughty when playing, accompanying their children when playing, and imitating parenting patterns first. From the description of parents' understanding of child care patterns of industrial sector workers that parents' understanding of parenting is limited to the experience gained from the experience of previous parents so that parents do not have much role in childcare. With busy parents in their daily lives in the factory makes a lack of interaction with children.

This condition illustrates that the understanding of parents of industrial workers is included in the category of neglect parenting. Because in the implementation of parental understanding of parenting that is, parents provide very loose supervision to children. In addition, parents tend not to reprimand and a little guidance from parents to children. Parents are more inclined to material needs and jobs in the industrial sector. The pattern of parenting like this is an adaptation of parental care patterns that are not modified according to the times.

b. Respond to the wishes of the child

Early childhood is a child who has a great curiosity. As parents, they must be aware of the wishes of their children. The wrong parenting will have an impact on a child's adult life. In the pattern of parenting early childhood towards industrial sector workers in the Driyorejo area, the two indicators are examined:

1) Obey Children's Request

Parenting patterns of industrial workers' parents more often obey the demands of children. This can be seen from parents who always obey the demands of children with reasonable limits such as buying cakes, playing outside the house, and obeying children playing gadgets, as well as requests for children when parents work and

foster children by grandmothers. While the wishes of children who are not followed if endangering themselves and other children.

2) Giving Punishment

In addition to giving all requests of children, parents also give punishment to children. Penalties for children of industrial workers if the child is difficult to manage, and fussy. The punishment model is still physical like scolding a child by hitting and pinching parts of his body. So that the provision of punishment to children if children do not obey the commands of parents. The deterrent effect of this punishment so that children do not repeat the mistakes made.

3) Giving explanation

The pattern of parenting industrial workers in childcare also provides an explanation to children related to the commands, prohibitions and rules of parents. According to parents the explanation is related to the rules and prohibitions on children's daily activities. In the implementation, the rules and prohibitions of parents are in the form of the words "do not", "may not", "not good", and "naughty".

4) Parental involvement in children's activities

As parents, parental involvement in children's daily activities is the responsibility of parents. Conditions are different from parents who work in the industrial sector (factory workers). With full-time work activities, parents of young children in the Driyorejo Industrial area have to sacrifice a lot of time with their children. In addition, factories that carry out 24-hour production activities make factory workers must follow a predetermined schedule.

Parent involvement in children's activities is often hampered by the work shift system. In addition, the knowledge of parents in childcare is limited to accompanying and looking after children. This condition makes parents' understanding of parenting increasingly shallow. If the parents work, then the child is entrusted to neighbors or at grandma's house. So that the child's daily activities without the supervision of parents. Parents can only accompany late at night after returning from work. Parent involvement in children's activities is often seen when children study at night, watch TV together, and while sleeping at night.

For children's activities in the morning, afternoon and evening, parents surrender to grandmothers and neighbors who are entrusted. Because all parents work from morning to evening and the night shift is added. Therefore, parental involvement in children's activities is a top priority in parenting.

2. Emotional Social Development of Early Childhood

The family is a place to get first and foremost education for children. The emotional social development of children is the responsibility of parents, especially the emotional social development of early childhood parents of industrial workers (factory workers). Parents of social factory workers in implementation early childhood emotions are assessed from several indicators including a) cooperative with friends, b) tolerant attitude, c) familiar manners, courtesy, and local socio-cultural values, d) take pride in one's own work and respect the work of others.

a. Cooperative with friends

The children of factory workers in their daily lives do not often choose playmates. It is evident from the observation of researchers that the children of factory workers prefer to play with neighbors who are also parents of factory workers. In addition, early childhood factory workers can also easily share toys with their school friends. It shows that the children of factory workers have cooperatives with good friends at home or at school.

b. Tolerant attitude

The tolerant attitude of the child of factory workers can be seen from the way the child appreciates the possessions of his friends such as doll toys borrowed by his female friends, then the child will share toys. However, the tolerance of boys is different from girls. They often don't want the toys to be borrowed by male friends. From the observations of the children of factory workers in the field, tolerance is more identical for girls.

c. Get to know manners, politeness, and local socio-cultural values.

The child's emotional social development is increasing in line with his growth. This condition also occurs in increasing children's knowledge, skills and attitudes in daily life. Although, early childhood parents of factory workers do not get maximum assistance, but they also get moral cultivation from the place of learning. Although in their daily life, early childhood factory workers do not fully have manners for older people. In addition, they lack of politeness with others and the lack of inculcation of local socio-cultural values.

The emergence of child manners has not yet arisen, for example, calling older friends by name only, without using the name mas or miss. In addition, examples of child lack of politeness, for example, if playing at a friend's house, they can not maintain themselves ethically in someone else's home. While the lack of inculcation of local socio-cultural values can be seen from children not familiar with the rules of saying with adults. Besides that, children do not know the culture of society in the smallest things like when parents ask for help to get things, children refuse with harsh words.

d. Proud of his own work and respect the work of others.

The pattern of parenting factory workers' parents applied to their children from generation to generation such as being proud of their own work and respecting the work of others. This condition occurs in the children of factory workers (factory workers). For example, children's work at a Kindergarten school is brought home and shown to parents, the child feels proud of their work. Meanwhile, to appreciate the work of others early children do not want to accept, if their work is considered less good than other friends so that children have a high ego of their own work.

IV. DISCUSSION

1. Parenting of Industrial Workers' Parents

The parents of industrial workers (factory workers) have varied backgrounds starting from low education, that is, not completing elementary school as much as 6.7%, Elementary Schools (SD) as much as 23.3% and Junior High Schools (SMP), as many as 26.7%, and Senior High Schools (SMA) as much as 43.3%. So understanding

parenting is minimal, lack of parenting time, and indifferent to the child's developmental conditions.

In the pattern of parenting industrial workers (factory workers) towards early childhood have several findings including: a) parents' understanding of childcare patterns, b) responding to the wishes of children, c) obeying children's requests, d) giving penalties, e) providing explanations, and f) the involvement of parents in children's activities.

The factory workers 'parents' understanding of early childhood parenting is included in the neglect parenting category. This can be seen from parents who provide care like the experience of previous people without following the times. In addition, parenting is limited to reminding children when to eat, go to school, recite the Quran, and break time. Parenting that is carried out together must actually consider in a good way (Slack et al., 2004).

Busy parents who work in the industrial sector can be seen from the difficulty of managing time to care for children. The father as the head of the family is tasked with earning a living and the mother as a caregiver for children in the family has changed functions. The high cost of living demands in big cities makes mothers also come to work to ease the burden on the family. The poverty factor is an indicator of the lack of parental care (Slack et al., 2004).

This condition causes the child to lack parental care. While children are left to grandmothers or neighbors who do not work so that children do not get assistance from parents throughout the day. In fact, children want to be protected, get love and get nurturing (Kind en and Gezin, 2012); (Geinger et al., 2014).

With various economic demands arising from the families of factory workers, parents must also be responsive to the wishes of children. Basically, if children are given excessive facilities, children will be spoiled, and vice versa if they are given less facilities, then children will feel disappointed. As parents with minimal income, the pattern of care provided is to obey the child's request and give punishment to the child if they are difficult to regulate. This becomes the beginning of the child's development getting worse by ignoring the care, supervision of the child (Knutson et al., 2005).

Parents who work from morning to evening often provide parenting by complying with children's requests because parents feel unable to accompany children during play. So that children's requests such as buying food (cakes), walking in crowded places, and playing gadgets are solutions that must be followed by parents. Even though playing Gadget has a child's social emotional impact. So it takes the collaboration of parents and schools in providing child understanding (Ashari et al., 2018).

In addition, the influence of the environment from parenting and neighbouring care patterns into values embedded in early childhood development both positive and negative values. Weak supervision and resistance behavior become a new problem (Ghuman et al., 1999). The next pattern of care is that parents give punishment to children. As parents who have power over the development of their children are often arbitrary parents.

Children who do not obey the commands of parents, parents often commit physical violence to children such as hitting, pinching, and scolding children. The concept brought by parents gives a penalty so that children do not repeat the mistakes made by children. The negative effects of family violence will result in the distance of the relationship between children and parents (Levendosky et al., 2003).

In the current millennial era, the pattern of parenting by means of physical violence has been largely left behind so that the positive foundation of children appears to parents as peers (Levendosky et al., 2003). This condition is different from the parents of industrial workers (factory workers). Parental punishment given to children occurs because the child is difficult to manage and fussy asking for anything without being told.

Various attempts have been tried by parents such as giving explanations to children, so that parents are involved in children's activities. The pattern of childcare of industrial workers in the presence of the internet has begun to open. Parents tell children through a good explanation to the child. Although, it is still related to the authoritarian attitude of parents to children. Early childhood along with increasing age becomes more quickly adapted to the restrictions, rules, and orders of parents. The authoritarian attitude of parents results in stress, and neurological disorders in child development (Thompson et al., 2003).

Parents in a child's life become an important value as a provision for children's development. Children who have a good emotional connection with parents will be easy for children to set and admonish. Therefore, the involvement of parents in children's daily activities becomes the child's pride. Children's emotional behavior and increased knowledge become the efficacy of parental intervention (Havighurst et al., 2010).

Children who get parental involvement in parenting often have good personalities. With childcare programs contribute to emotional knowledge and reduction of fighting behavior (Havighurst et al., 2010). This condition is different from the parents of industrial workers, the involvement of parents in childcare activities often cannot be realized because it is already a work contract with the factory to come to work every day. Parents' involvement in children's activities is only at night, when watching TV with the family, doing homework, and going to bed at night until morning.

2. Emotional Social Development of Early Childhood

Early childhood is a unique person and has a diverse personality ranging from the level of intelligence, abilities, skills and daily attitudes of children in the home environment.

Every child actually experiences emotional social development in accordance with the pattern of parenting. In this study the parents of industrial workers (factory workers) address the emotional social development of children with several aspects: children are taught to cooperate with friends, tolerance, manners, courtesy, inculcation of socio-cultural values, pride in their own work and respect for the work of others.

In emotional social development, children will be taught to cooperate with friends. For example, factory workers' children prefer to play with neighbours who have the same profession as their parents, helping one another between friends, and studying together when getting homework from school. Differences in socioeconomic backgrounds make the quality of friendship and emotional social understanding among children. Although, in this study, children are emotionally more closely connected with siblings (Cutting & Dunn, 2006).

In addition, tolerance is also taught to children, for example, parents teach tolerance if their children play with their friends by lending each other toys, and should not be stingy with friends. Although, tolerance is often only practiced by girls, boys are less tolerant when they play. This is instilled in children so that children have a tolerant attitude with friends. This condition is different from other countries, tolerance between friends is created

from enrichment at school, creating a psychological climate in positive communication, and creating the same cognitive activities (Yakymenko, 2014).

The condition of children today has a significant difference. Both in terms of manners with parents, politeness, and respect for cultural values. This is a problem for parents if they often leave their children without supervision from their parents. Children of factory workers who are entrusted to their grandmothers or neighbors will be affected by the child's playing environment. The neighborhood determines the social class of the family. The child's emotional social well-being will be seen if the father's work and education are better (Homel, 1989).

Children of factory workers often solve problems of the character values of children through recitation every day at the nearest mosque. Thus, it is hoped that there will be moral and ethical investment in children. The results of the study illustrate that children of factory workers are associated with manners with people who are still lacking.

Ethics when walking in front of people is still lacking and the lack of socio-cultural values instilled in early childhood of factory workers. For example, if they are told by mothers to enter the house before sunset, children refuse with harsh words. This condition results in depressed parents and physical actions towards children. Children's moral education needs become a fundamental problem by instilling a sense of belonging, sharing, and mutual respect (Lipman, 1995).

Parental depression in childcare will have a major impact on female parents. This depression can be seen from the psychology of female parents, although it does not look directly significant (McKinney & Szkody, 2019).

Even though children get minimal education from parents of industrial workers, the enthusiasm for learning is high. This can be seen by children who are proud of their work at school. However, children can not control the ego if there is a friend's work that is considered better.

Finally, our findings show that in parenting industrial worker parents have several findings that have an impact on the child's social emotional development. Parenting patterns that neglect their children have an impact on the psychological development of children. The education level of parents and grandmothers is an inhibiting factor in the adoption of parenting that is appropriate for the child's development. Family economic demands made parents have to leave their children at home Grandma and grandpa. Children's needs become the second priority after the work of parents is met. Spoiling children excessively makes children not independent because of the lack of the role of parents in children's daily activities. Social emotional children often experience shocks because of the lack of closeness from their parents. And children's ethics in playing, tolerance and courtesy to parents are needed in the lives of children in the community.

V. CONCLUSION

Parenting becomes the basic values of children to become members of the community. In the parenting of industrial workers' parents (factory workers) the constraints of educating children become an inhibiting factor for children's emotional social development ranging from understanding parenting that is minimal, no time, to parental education below the average. In addition, family economic factors are minimal. Social development of children get education from grandmothers and neighbors. While education from parents is limited at night before the break and

at work time off. The consequences for parents to do is to comply with all requests of children. The lack of moral understanding of children is related to the norms, rules, commands and prohibitions for children.

In the emotional social development of early childhood industrial workers' parents, children get an emotional social improvement from school with limited time, from the place of study, and the environment around where children play. Children's social emotional development is limited to cooperative attitude with friends, tolerance, manners, courtesy, and ethical cultivation to parents.

The limitations of research in digging deeper into the care patterns of parents of industrial workers are limited to narrow locations. Therefore, we examine how parenting parents with limited time at home, and we observe one by one the social emotional children of industrial workers. Although, it cannot yet describe the effects of the next few years the child's social emotional development. Future studies with researchers are expected to examine the parenting patterns of parents of national scale industrial workers. So that in testing the social emotional development of children can be more profound. Because Indonesia is a multicultural, ethnic, racial, and ethnic country that has unique adat characteristics and traditions.

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