



The Role of Housewives in Supporting Children's Education in Environment II Ara Tunggal District, Selesai District, Langkat Regency

Dea Puspita Sari¹, Juliani², Dio Septiawan³, Fiqi Fahlevi⁴

^{1,2,3,4} Institut Syekh Abdul Halim Hasan Binjai, Indonesia

Email: deapuspitass461@gmail.com¹, juliani@insan.ac.id²,

dioseptiawan5@gmail.com³, fiqyfahlevy@gmail.com⁴

ARTICLE INFO

Keywords

Child Education

Family

Mother's Role

ABSTRACT

The aim of this research is to explore and describe in depth the role of housewives in supporting their children's education within this community, including the forms of support they provide, the obstacles they face, and the strategies they employ to overcome those challenges. This study uses a qualitative approach with a descriptive method. Data were collected through observation, in-depth interviews, and documentation. Informants were selected purposively, specifically housewives who are actively involved in their children's education, both at home and in the surrounding environment. Data analysis techniques include data reduction, data presentation, and conclusion drawing. The findings reveal that housewives make significant contributions to their children's education, both academically such as assisting with studying, helping with school assignments, and maintaining communication with teachers and non-academically, such as providing emotional support and shaping moral character. Values such as honesty, responsibility, and discipline are instilled through role modeling and intensive communication. Despite facing challenges such as limited time, knowledge, and learning facilities, these mothers actively seek solutions through discussions with teachers, parenting workshops, and peer support groups. In conclusion, housewives play a strategic role in holistically supporting their children's education. Therefore, it is essential to enhance their capacity and awareness in fulfilling this role to foster a synergistic educational environment between home and school.

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui dan menggambarkan secara mendalam peran ibu rumah tangga dalam mendukung pendidikan anak di lingkungan tersebut, termasuk bentuk dukungan yang diberikan, hambatan yang dihadapi, serta strategi yang digunakan dalam mengatasinya. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi. Informan dipilih secara purposive, yaitu para ibu rumah tangga yang aktif terlibat dalam kegiatan pendidikan anak, baik di rumah maupun di lingkungan sekitar. Teknik analisis data meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa ibu rumah tangga memberikan kontribusi penting dalam pendidikan anak, baik secara akademik seperti mendampingi belajar, membantu tugas sekolah, dan menjalin komunikasi dengan guru, maupun secara non-akademik seperti memberikan dukungan emosional dan pembentukan karakter. Nilai-nilai moral seperti kejujuran, tanggung jawab, dan disiplin ditanamkan melalui keteladanan dan komunikasi intensif. Meski menghadapi tantangan seperti keterbatasan waktu, pengetahuan, dan fasilitas belajar, para ibu berinisiatif mencari solusi melalui diskusi dengan guru, pelatihan parenting, dan kelompok diskusi antar orang tua. Kesimpulannya, ibu rumah tangga memiliki peran strategis dalam mendukung pendidikan anak secara holistik. Oleh karena itu, penting untuk meningkatkan kapasitas dan kesadaran ibu dalam menjalankan peran tersebut guna menciptakan lingkungan pendidikan yang sinergis antara rumah dan sekolah.

PRELIMINARY

Education is the main foundation in shaping a child's character, personality, and future. The education process does not only take place formally in school, but also informally in the family environment, especially at home. The family is the first and main environment for children to learn various values, norms, and basic knowledge that will shape their attitudes and behavior. In this context, housewives have a very strategic role as the first and main educators for their children.

Housewives, as the closest person to their children, play an important role in providing direction, guidance, and emotional support in the child's growth and development process. Not only in terms of physical needs, mothers are also role models in forming basic moral and ethical values, such as honesty, responsibility, and manners. Therefore, the involvement of mothers in children's education, both directly and indirectly, greatly influences the success of children's education (Rahayu, 2019).

In today's modern era, there are many challenges faced by children in undergoing the education process. Advances in information technology, changes in lifestyle, and free association are external factors that can affect children's behavior and learning achievements (Hadisi & Muna, 2015). In dealing with this, the role of housewives becomes increasingly crucial to provide appropriate control, guidance, and coaching. Mothers not only play a role in taking care of the household, but also as agents in forming children's character to be strong and have noble morals (Kusuma, 2019).

Research on the role of mothers in children's education has been widely conducted, but it is important to continue to examine this role in different social and cultural contexts. Each region has its own characteristics and challenges that influence parenting and education patterns in families. Therefore, it is important to understand how housewives in certain areas play a role in supporting children's education, including in Lingkungan II Ara Tunggal, Kecamatan Selesai, Langkat Regency.

Ara Tunggal II Environment is one of the areas with a diverse social background. Most of the population are families with lower to middle levels of education and economy. In situations like this, housewives often bear great responsibility in supporting children's education, especially when access and quality of formal education are not evenly distributed. This condition is an interesting background for further research on the role of mothers in this context (Sari, 2020).

The phenomenon that occurs in the field shows that not all housewives have adequate understanding and skills in educating children at home. Some mothers tend to hand over all educational responsibilities to the school. In fact, collaboration between the roles of schools and families is needed to create a comprehensive and sustainable educational environment. This shows the need to increase the awareness and capacity of mothers in supporting children's education (Pratiwi, 2021).

This study is based on concern for the importance of the role of housewives in supporting children's education holistically, especially in the context of local community life in Lingkungan II Ara Tunggal. By knowing the forms of mothers' roles, the obstacles they face, and the strategies used in educating children, it is hoped that relevant solutions and recommendations can be found for strengthening education in the family environment.

The purpose of this study is to describe in depth how housewives in Lingkungan II Ara Tunggal carry out their roles in supporting children's education, as well as the factors that influence the effectiveness of these roles. This study also aims to provide theoretical and practical contributions to the development of policies and programs for women's empowerment in the field of family education (Wulandari, 2018).

With a qualitative approach and field observation, this study is expected to provide a real picture of the dynamics of the role of housewives in the local socio-cultural context. The results of this study are not only an academic reference, but can also be used as a reference for educational institutions, local governments, and community organizations in designing programs to increase the capacity of parents, especially mothers, in supporting optimal child education (Hasanah, 2021).

METHOD

This study uses a qualitative approach with a descriptive method to deeply reveal the role of housewives in supporting children's education in Lingkungan II Ara Tunggal, Selesai District, Langkat Regency. Data collection techniques were carried out through field observations, in-depth interviews, and documentation of purposively selected informants, namely housewives who are actively involved in children's education activities, both at home and in the surrounding environment. The data obtained were analyzed qualitatively through the stages of data reduction, data presentation, and drawing conclusions (Assingkily, 2021), in order to obtain a complete picture of the forms of support provided by housewives and the factors that influence their involvement in children's education.

FINDINGS AND DISCUSSION

Findings

Forms of Support for Housewives in Children's Education

The results of the study show that housewives in Lingkungan II Ara Tunggal have a significant role in supporting children's education, both academically and non-academically. The form of support includes accompanying children to study at home, helping to complete school assignments, providing special time to study with children, and monitoring children's learning development through communication with teachers. This shows that mothers do not only play a domestic role but are also active in the process of children's education.

In addition, mothers also show emotional support to their children. When children have difficulty in learning or face problems at school, mothers are there as a place to share, provide motivation, and help children develop self-confidence. The presence of mothers in situations like this has been proven to be very helpful for children in dealing with stress and increasing their enthusiasm for learning.

Financial support, although limited, is still given as much as possible. Housewives try to allocate household funds for educational needs, such as buying school supplies, paying school fees, and supporting children to participate in extracurricular activities. This commitment shows that education is a top priority in family financial management.

Mother's Strategy and Approach in Shaping Children's Character

In terms of character building, mothers in Lingkungan II Ara Tunggal apply various approaches such as role models, intensive communication, and positive behavioral habits. They instill values such as discipline, responsibility, honesty, and manners through daily actions at home. Children who are accustomed to seeing positive behavior from their mothers tend to imitate and apply it in their daily lives.

Mothers also shape their children's character through a loving emotional approach. They create a comfortable and safe home atmosphere for their children, so that they feel appreciated and accepted. This has been shown to encourage more stable mental and emotional development in children, which ultimately has a positive impact on their learning process at school.

Character building is also done through joint worship activities, reading books, watching educational shows, and discussing moral values. Mothers actively use these moments of togetherness as an opportunity to instill appropriate life values and social norms. This strategy makes it easier for children to understand the concept of good and bad through concrete examples.

Challenges and Solutions in the Role of Housewives in Children's Education

Despite showing an active role, housewives also face various challenges in supporting children's education. Some of the challenges found include limited time due to the burden of household chores, limited understanding of children's learning materials, and minimal access to adequate learning resources. This condition often makes mothers feel less able to accompany their children optimally in learning.

However, mothers do not remain silent in the face of these limitations. They take the initiative to find solutions, such as establishing more intensive communication with teachers, asking for help from other family members who understand the lessons better, or encouraging their children to take affordable tutoring. Some mothers even take part in parenting training or PKK activities related to children's education.

In addition, mothers also form informal discussion groups among parents to share experiences and strategies for educating children. This social interaction helps them gain new knowledge and build

moral support for each other. Cooperation with schools and the environment is also an effective solution to overcome role limitations.

With these various efforts, it can be concluded that despite the challenges, housewives in Lingkungan II Ara Tunggal show high enthusiasm and commitment to continue supporting their children's education for a better future.

Discussion

The results of this study strengthen the view that housewives have an important contribution to children's education, both academically and non-academically. Their role is not only limited to domestic affairs, but also touches on cognitive and affective aspects in the child's learning process. This is in line with Bronfenbrenner's theory in Ecological Systems Theory, where families, especially mothers, are in a microsystem that has a direct and strong influence on child development. By accompanying children to study, monitoring assignments, and communicating with teachers, mothers become central figures in ensuring the success of children's education in the home environment (Wulandari, 2018).

In addition to academic support, the emotional role of mothers also appears prominently in this study. When children experience learning difficulties or pressure from school, the presence of mothers as a source of emotional support greatly helps shape children's mental resilience. Bowlby's Attachment Theory emphasizes the importance of emotional attachment between mother and child in creating a sense of security and confidence in children. The emotional warmth provided by mothers when children face challenges can form a strong psychological foundation for children in dealing with academic pressure (Novitasari, 2018).

In terms of finance, despite being limited, mothers still allocate part of the family income to support children's education. This reflects the priority value given to education in the household decision-making structure. According to Maslow's theory of needs, education is at the level of self-actualization needs, and mothers' efforts to meet these needs show that they encourage children to reach their maximum potential, despite limitations (Kusuma, 2019).

The aspect of character formation is also the focus of this study. The mother's approach that relies on role models, habits, and communication is consistent with Albert Bandura's social learning theory. In this theory, children learn through observation and imitation of parental behavior. Children who see their mothers being honest, disciplined, and responsible will imitate this behavior and internalize it in their daily lives. Moral values become easier to instill through real examples than just verbal instructions (Fitriana, 2018).

Not only that, a loving emotional approach also strengthens the formation of children's character. A safe and comfortable home atmosphere encourages healthy emotional development in children. This is supported by Erik Erikson's theory of psychosocial development stages, especially at the industry versus inferiority stage (school age), where children need emotional support and validation from adults to develop self-confidence and empowerment (Hasanah, 2021).

Nevertheless, housewives face quite complex challenges, ranging from domestic burdens to limited academic understanding. However, their ability to find solutions shows a form of active problem solving in parenting. Activities such as discussions among mothers, communicating with teachers, and participating in parenting training show that mothers apply the principle of lifelong learning. This is in accordance with Wenger's concept of community of practice, where individuals learn from social interactions in the community to improve their competence (Andriani, 2019).

Thus, it can be concluded that the role of housewives in children's education is not only limited to the informal realm, but also includes cognitive, emotional, social, and moral realms. The combination of direct support, role models, and their adaptive abilities in facing challenges make housewives important actors in human resource development from an early age. This study confirms that the success of children's education is not only the responsibility of the school, but is also significantly influenced by the role of mothers at home (Dewi, 2020).

CONCLUSION

From the research results used, the following conclusions can be drawn: 1) Housewives play an important role in children's education, both academically and non-academically, by assisting in learning, monitoring assignments, and building communication with teachers. 2) Mothers' emotional support helps children's mental resilience, especially when facing learning pressures. 3) Despite economic limitations, mothers still prioritize education, showing high values for children's self-actualization. 4) Mothers demonstrate adaptive abilities and a spirit of continuous learning, through discussion, communication, and training, making them important actors in character building and children's education.

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