International Journal of Nursing and Midwifery Science (IJNMS)

http://ijnms.net/index.php/ijnms
ORIGINAL RESEARCH

e- ISSN: 2686-2123
p- ISSN: 2686-0538

DETERMINANT FACTORS OF MILLENNIAL PARENTS IN SUPPORTING EARLY CHILDHOOD DEVELOPMENT

Tria Wahyuningrum
Universitas Bina Sehat PPNI Mojokerto
Corresponding Email:triyuss@gmail.com

ABSTRACT

Early childhood development encompasses aspects of physical, cognitive, social-emotional, social context, moral, language, self-identity, and gender development. The age range of 0–6 years is a crucial period in shaping a child's future character, including attitudes, behavior, and personality. The preschool age (under five) is also considered a golden period for parents to optimally develop their child's potential (Andayani, 2021). This study aimed to analyze the parental determinants, including the educational level, employment status, and economic status of Millennial parents, on early childhood development. A quantitative cross-sectional approach was used, involving 177 children aged 42–72 months and their parents at PAUD Al Izzah Puri Mojokerto. Child development was measured using the Pre-Screening Development Questionnaire (KPSP) and analyzed using the Chi-Square test with a significance level of 0.05. The results showed no significant relationship between educational level (p=0.534) and economic status (p=0.641) and child development. However, a significant relationship was found between maternal employment status and child development (p=0.037). These findings emphasize that parenting factors and the quality of interaction are more determinative of child development than certain demographic characteristics.

Keywords

Millennial Parents, Early Childhood Development, Employment Status, Economic Status.

INTRODUCTION

Early childhood (0–8 years) is undergoing a rapid and fundamental phase of growth and development, which is known as the golden period for shaping a child's future character and potential (Adin Suryadin & Wahyuningsih, 2023).
Children in the 0–8 age range are experiencing the fastest period of growth and development within the span of human life (Talango, 2020). The role of parents, as the parties most responsible for meeting the needs for nurture (*asuh*), affection (*asih*), and stimulation (*asah*), is crucial for ensuring optimal stimulation during this phase. Child development is influenced by numerous environmental factors, including parental characteristics such as educational

level, occupation, and social environment (Darojah et al., 2022).

Along with the changing times, the generation of Millennial parents (born between 1981–1996) has emerged, possessing distinct parenting characteristics compared to previous generations (Umroh, 2019). This generation is known to be highly connected to digital technology (digital natives) and utilizes it to seek parenting information and connect with parent communities. They tend to adopt a parenting style that is more open, positive, values work-life balance, and places greater emphasis on a child's emotional closeness (Adin Suryadin & Wahyuningsih, 2023).
Nevertheless, Millennial parents also are confronted with unique challenges, such as workplace dynamics, economic pressure, and the influence of technology which can lead to technoference (the disruption of parent-child interaction due due technology), potentially hindering the quality of parenting (Darojah et al., 2023). In Indonesia, this phenomenon is highly relevant given the rapid use of gadgets and changes in family structure (Andayani, 2021).

Although parental demographic characteristics are widely studied, limited evidence exists regarding how millennial-specific parental factors influence early childhood development outcomes in contemporary community settings.

Therefore, this study aims to analyze and identify how the characteristic factors of Millennial parents, including educational level, employment status, and economic status, contribute to and relate to early childhood development within their environment. The research question for this study is: What are the determinant factors of Millennial parents in supporting early childhood development?

METHOD

This research employed a quantitative design with a cross-sectional approach. This design aimed to observe the relationship between the studied variables at a specific point in time without any intervention or manipulation of the variables.

The Population and Sample in this study were 177 children aged 42–72 months, along with their parents, who attended PAUD Al Izzah Puri Mojokerto.
The independent variables in this study included parents' educational level, mothers' employment status, and family economic status. Meanwhile, the dependent variable was early childhood development.

The Data Collection technique was performed by collecting primary data for all variables. Data on millennial parent factors was collected through questionnaires distributed using Google Forms. Meanwhile, data on child development was obtained through direct observation using the standardized instrument, the Pre-Screening Development Questionnaire (*Kuesioner Pra Skrining Perkembangan* or KPSP), adjusted to the age group.

Data Analysis in this research utilized univariate and bivariate analysis. To test the association between variables, the Chi-Square correlation test was used, with a set significance level of 0.05.

RESULTS

The total research subjects involved 177 early childhood children and their parents.
In general, the parent respondents were dominated by the Millennial generation (born 1991–2000) at 62.7%, with the majority who completed the questionnaire being mothers (92.7%).

The demographic characteristics showed that the parents' last education level was almost entirely in the high category (Senior High School/Higher Education) at 94.4%, the mother's employment status was largely as a Homemaker (52.5%), and the family's economic status was predominantly in the high category (64.9%).

The results of the child development measurement indicated that 90.1% of the children were in the appropriate development category, 6.7% were doubtful, and 2.2% experienced deviation.

Table 1. Distribution Frequency Respondent

Characteristic	Frequency	
	N	%
Year of Parental Birth		
Year 1980 - 1990	66	37.3
Year 1991 – 2000	111	62.7
Parent Completing the Questionnaire		
Father		
Mother	13	7.3
	164	92.7
Parents Level Education		
Low (Elementary School)		
Middle (Junior High School)	1	0.6
High (Senior High School)	9	5.1
	167	94.4
Mother Employment Status		
Housewife		
PNS/ASN	93	52.5
Private Sector Employee	6	3.4
Self Employed	35	19.8
	43	24.3
Economic Status		
Low (< Rp 1.499.999)		
Middle (Rp 1.500.000 – Rp 2.499.999)	2	1.1
High (Rp 2.500.000 – Rp 3.499.999)	50	28.2
Very High (> Rp 3.500.000)	110	64.9
	10	5.6
	177	100

Source: Primary Data

Based on the table above, the majority of the respondents' parents were born between 1991 and 2000, accounting for 111 respondents (62.7%). Almost all parents who completed the questionnaire were mothers, totaling 164 respondents (92.7%). In terms of educational attainment, nearly all parents had a high level of education (Senior High School or Higher Education), representing 167 respondents (94.4%).

Regarding maternal employment status, a significant portion were housewives, with 93 respondents (52.5%). As for economic status, the majority were classified as having a high economic status, totaling 115 respondents (64.9%).

Table 2. The Relationship Between Respondents' Parental Characteristics and Early Childhood Development.

Parents Level Education	Early Childhood Development						Total	P Value
	Normal		Suspect		Disorder			
	n	%	n	%	n	%		
Low	0	0	0	0	1	100	1	0.534
Middle	2	22.2	4	44.4	3	33.3	9	
High	159	95.2	8	4.7	0	0	167	
Total	161	90.9	12	6.7	4	2.2	177	
Mother Employment Status	**Normal**		**Suspect**		**Disorder**			
Housewife	87	93.5	5	5.3	1	0.1	93	0.037

PNS/ASN	4	66.6	1	16.6	1	16.6	6	
Private sector employee	29	82.8	4	11.4	2	5.7	35	
Self Employed	41	95.3	2	4.6	0	0	43	
	161	90.9	12	6.7	4	2.2	177	
Economic Status	**Normal**		**Suspect**		**Disorder**			
Low	2	100	0	0	0	0	2	0.641
Middle	40	80	8	16	2	4	50	
High	111	96.5	3	2.6	1	0.08	115	
Very High	8	0.8	1	0.1	1	0.1	10	
Total	161	90.9	12	6.7	4	2.2	177	

Source: Primary Data

Statistical analysis using the Chi-Square test on the relationship between parents' highest level of education and early childhood development yielded a p-value > 0.05 (p = 0.534); thus, it can be concluded that there is no significant relationship between parents' education level and early childhood development.

Statistical analysis using the Chi-Square test on the relationship between maternal employment status and early childhood development yielded a p-value < 0.05 (p = 0.037); therefore, it can be concluded that there is a significant relationship between maternal employment status and early childhood development.

Statistical analysis using the Chi-Square test on family economic status and early childhood development yielded a p-value > 0.05 (p = 0.641); hence, it can be concluded that there is no significant relationship between family economic status and early childhood development

.

DISCUSSION

The results of the study showed a p-value of 0.534, which means there is no significant relationship between the parents' highest level of education and early childhood development. This finding suggests that parents' formal education does not directly determine the quality of a child's development during the early stages of life. To understand this finding in depth, an integration of empirical data, developmental theory, and relevant previous research is required.

In quantitative research, a p-value greater than 0.05 indicates that there is no statistically significant relationship. Consequently, differences in educational attainment whether primary, junior high, senior high, or higher education are not significantly associated with the level of early childhood development. This implies that children whose parents have higher education do not demonstrate significantly better development compared to those whose parents have lower education levels.

This finding is intriguing because, theoretically, parental education is often regarded as a key determinant of child development. However, the results of this study indicate that in certain contexts (such as the research site), education is not the most decisive variable. This aligns with several studies that found similar results; for instance, Bornstein et al. (2010) stated that while parental education does have an impact, its influence can weaken when other factors such as the home environment, stimulation, and emotional relationships become more dominant.

In Bronfenbrenner's ecological systems theory (1979), parental education is categorized as a microsystem factor that can influence child development both directly

and indirectly. Parents with higher education are typically assumed to possess better knowledge regarding parenting styles, nutrition, and developmental stimulation. Furthermore, Becker's human capital theory (1993) posits that education enhances an individual's capacity to produce more effective parenting practices.

However, these theories do not imply that education is a factor that impacts child development solely in a linear or direct manner. Vygotsky (1978) emphasized that child development is primarily determined by meaningful social interactions between the child and adults. Consequently, the quality of interaction, parental warmth, and emotional support are often more critical than the parents' formal education level.

Therefore, developmental theories actually allow for the possibility that parental education is not the sole or most decisive factor. The findings of this study align with the theory that child development is the result of multi-factorial interactions and is not merely determined by a single variable.

Several international studies indicate that while parental education does have an impact, it is not the sole determinant of early childhood development. Duncan & Magnuson (2012) found that the role of parental education in child development became non-significant when controlled for other factors such as family income, home environment quality, and parental involvement. In their classic study, Hart & Risley (1995) discovered that differences in vocabulary and verbal interaction were determined more by the quality of parental engagement than by formal education. Furthermore, Bradley & Corwyn (2002) reported that the home environment has a greater influence on child development than parental educational background.

Based on theoretical analysis, previous research, and the social context, it can be concluded that the research finding of $p = 0.534$ aligns with numerous studies asserting that child development is the result of multiple factors rather than a single variable. Parental education does not provide a significant contribution because other factors are more dominant, such as involvement, parenting styles, stimulation, emotional relationships, economics, and access to modern information.

A parent's formal education is only one small aspect of the overall ecosystem of child development. A child can develop optimally even if their parents have a low level of education, provided that the caregiving environment is supportive. Consequently, these research findings do not suggest that parental education is unimportant, but rather reinforce the understanding that quality caregiving is more determinant than formal education.

The results of the study indicated a significant relationship between maternal employment status and early childhood development, with a p-value of 0.037. This finding suggests that differences in maternal employment status—whether as housewives, civil servants (ASN/PNS), private sector workers (farm laborers, factory workers), or entrepreneurs (traders or business owners)—have important consequences for the quality of child development during the early years.

These results align with developmental theories emphasizing that the caregiving environment, parental involvement, and the quality of mother-child interaction are crucial factors influencing cognitive, socio-emotional, language, and motor development in children aged 0–6 years (Santrock, 2021; Berk, 2013). Maternal employment can affect the amount of time available for the child, maternal stress levels, the quality of care, and the ability to provide stimulatory resources that support development.

A p-value of 0.037 (< 0.05) demonstrates that differences in maternal employment status are significantly associated with early childhood development. This implies that a mother's type of work is not merely a demographic characteristic but carries real consequences for child development. The research data shows that different employment categories have distinct implications: housewives tend to have more time for childcare and daily stimulation. Civil servants often have relatively stable jobs, fixed incomes, and regular working hours, allowing them to

balance work and parenting. Conversely, private sector workers, such as farm laborers or factory workers, generally face long hours, heavy physical labor, and higher stress levels, which can potentially reduce active involvement in childcare. Entrepreneurs occupy a middle ground, possessing time flexibility but often facing economic pressure and irregular hours, particularly for small-scale traders. These findings confirm that such differences have a tangible correlation with child development.

In Ecological Systems Theory (Bronfenbrenner, 1979), maternal employment status falls within the microsystem and mesosystem, directly affecting the child. The type of occupation determines the amount of time a mother spends with her child, the quality of interaction, maternal stress and psychological burden, and access to developmental facilities. Furthermore, according to Attachment Theory, a secure attachment is formed when a mother is responsive and emotionally present. Jobs with long hours or heavy physical demands may reduce maternal responsiveness, thereby affecting the child's socio-emotional development. Vygotsky posits that child development is heavily influenced by meaningful social interaction and scaffolding from adults. Mothers working busy schedules with high stress levels may find it difficult to provide optimal cognitive and linguistic stimulation. Work-family conflict can arise when professional demands interfere with caregiving duties; this conflict may be more pronounced in high-intensity private sector jobs compared to civil service or stay-at-home roles. Thus, these theories are consistent with the finding that maternal employment status is significantly related to child development."

Housewives generally have more caregiving time, which enables them to better provide play stimulation, supervise children's activities, offer verbal and emotional interaction, and teach daily routines. A study by Lubis et al. (2020) stated that non-working mothers have a higher probability of providing social-emotional and language development stimulation. This may explain why children raised by housewives often demonstrate relatively more optimal development, particularly in social and linguistic aspects. However, not all conditions for housewives are ideal. Some housewives from low-income families may experience economic stress that reduces the quality of caregiving (UNICEF, 2020). Nevertheless, in general, time availability remains a crucial factor.

The results of this study are in line with the findings of Rahmaniar et al. (2021). In Indonesia, maternal employment is associated with motor development delays in children aged 3–5 years, especially among mothers working in the informal sector. Similarly, research by Fagan & Press (2011) showed that flexible working hours facilitate children's socio-emotional development.

Based on theory, empirical evidence, and scientific consensus, it can be concluded that maternal employment status is significantly related to early childhood development ($p = 0.037$). Housewives and civil servants (ASN/PNS) tend to have conditions more conducive to child development compared to private-sector workers (farm laborers, factory workers). Entrepreneurs possess the advantage of flexibility but are often hindered by economic uncertainty. The impact of maternal employment is complex and influenced by caregiving time, work-related stress, family support, and the quality of the home environment. Ultimately, the quality of mother-child interaction remains the primary factor in child development. The findings of this study are consistent with international and national literature asserting the importance of creating a work environment that supports the mother’s role as the primary caregiver during early childhood.

The results of the study showed a p-value of 0.641, which means there is no significant relationship between family economic status and early childhood development. The categories for economic status in this study consisted of low, medium, high, and very high. This finding is intriguing because, theoretically, family economic status is often considered one of the primary factors influencing the quality of

a child's growth and development. However, the results indicate that differences in economic status do not directly contribute to the quality of early childhood development within the context of this research area.

A p-value of 0.641 (> 0.05) means that variations in family economic status are not significantly correlated with early childhood development. This implies that children from low-income families do not show significantly different development compared to those from middle- or high-income families. Family economic conditions are not the primary factor determining child development in the context of this study. Other factors appear to be more dominant in influencing development than family economics. Although this may seem to contradict many classical theories, these results align with modern views in developmental science that emphasize the importance of stimulation, parenting styles, bonding, the social environment, and the quality of interaction over economic factors alone.

In several regions of Indonesia, basic early childhood education (PAUD) services are accessible to all economic levels. When the quality of stimulation in PAUD is relatively equal, differences in family economics no longer become the deciding factor. Parenting styles have been scientifically proven to be more influential than economic status (Baumrind, 1971). Parents with low economic status can still provide full attention, daily interaction, and simple stimulation (such as storytelling or playing at home), allowing the child to continue developing well.

Parents from low-income backgrounds can now obtain health education through *Posyandu* (Integrated Healthcare Center), social media, parenting YouTube channels, and counseling from healthcare professionals. Research by Saputri (2020) showed that digital education helps equalize parenting knowledge across different economic strata. In Indonesian culture, child-rearing is often practiced collectively within the extended family. Grandparents frequently fill the gap when parents are busy, providing social support that can compensate for economic deficiencies. Cohen's social support theory (2004) asserts that social support can significantly enhance child development.

The research findings, with a p-value of 0.641 and no significant relationship between family economics and child development, indicate that economic status is not the primary determinant of early childhood development; instead, parenting factors and stimulation are far more influential. The differences in family economic levels are not substantial enough to result in variations in child development. Government programs and the culture of shared caregiving contribute to neutralizing the impact of economic status. This study is consistent with many modern studies viewing child development as multifactorial, which cannot be explained by a single variable alone. Consequently, the quality of caregiving remains the key factor in early childhood development, regardless of the family's economic status.

CONCLUSIONS

There was a significant relationship between maternal employment status and early childhood development, with a p-value < 0.05 (0.037).

REFERENCES

Arikunto, "*Metodelogi Penelitian, Suatu Pengantar Pendidikan*," in Rineka Cipta, Jakarta, 2019.

D. A. Faqumala and Y. K. S. Pranoto, *Kesiapan Anak Masuk Sekolah Dasar*. 2020.

D. Pembinaan Pendidikan Anak Usia Dini Direktorat Jenderal Pendidikan Anak Usia Dini Nonformal dan Informal Kementerian Pendidikan Nasional, "*Kesiapan Anak Bersekolah SERI BACAAN ORANG TUA 32 Milik* Negara Tidak Diperjualbelikan," 2011.

L. I. Mariyati, "*Inteligensi Dan Kesiapan Anak Masuk Sekolah Dasar*,"

PsycheJurnal Psikol., vol. 1, no. 1, pp. 1–12, 2019.

M. Rifai and Fahmi, "*Pengelolaan Kesiapan Belajar Anak Masuk Sekolah Dasar*," Tarbawi, vol. 3, no. 01, pp. 129–143, 2017, [Online]. Available: http://jurnal.uinbanten.ac.id/index.php/tarbawi/article/view/1784.

N. Halimah and F. Kawuryan, "*Kesiapan Memasuki Sekolah Dasar Pada Anak Yang Mengikuti Pendidikan Tk Dengan Yang Tidak Mengikuti Pendidikan Tk Di Kabupaten Kudus*," J. Psikol. Univ. Muria Kudus, vol. I, no. 1, pp. 1–8, 2010,

PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN, "*Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 51 Tahun 2018 Tentang Penerimaan Peserta Didik Baru Pada Taman Kanak-Kanak, Sekolah Dasar, Sekolah Menengah Pertama, Sekolah Menengah Atas, Dan Sekolah Menengah Kejuruan*," Permendikbud, pp. 1–25, 2018, [Online]. Available: jdih.kemdikbud.go.id.

R. Novianti, S. Sabrina, T. Umari, T. Maemunaty, and A. Bahar, "*Resiliensi Sebagai Pendukung Kesiapan Anak Masuk Sekolah Dasar*," Prim. J. Pendidik. Guru Sekol. Dasar, vol. 10, no. 6, p. 1428, 2021, doi: 10.33578/jpfkip.v10i6.8642.

Z. Aryanti, "*Kesiapan Anak Saat Memasuki Sekolah Dasar,*" J. Elem., vol. 1, no. 2, pp. 64–67, 2015, [Online]. Available: www.jambi.tribunnews.com.