

# Research Horizon

ISSN: 2808-0696 (p), 2807-9531 (e)

## Research Horizon

Volume: 05

Issue: 06

Year: 2025

Page: 3321-3334

## Citation:

Amin, R., Sarmin, N., Bian, D. R., Hamid, N. F. F., Ismail, N. I., & Agus. (2025). The role of career women in building children's education within households in Ternate City. *Research Horizon*, 5(6), 3321-3334

## Article History:

Received: October 7, 2025

Revised: November 3, 2025

Accepted: December 1,

2025

Online since: December 31, 2025

## The Role of Career Women in Building Children's Education within Households in Ternate City

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## Abstract

This study is motivated by the growing presence of career women in Ternate City who continue to play a central role in fostering children's education at home. It aims to examine how time management strategies, communication patterns, and supporting and inhibiting factors influence the effectiveness of career women's educational roles within the family. Employing a qualitative approach, data were collected through in-depth interviews and direct observations. The findings reveal that career women implement time management based on planning, organizing, directing, and controlling to balance work responsibilities and children's education. Strategies include waking up early, distributing domestic tasks, accompanying children during evening learning activities, and utilizing supplementary tutoring. Communication patterns emphasizing open dialogue, supported by technology, help maintain emotional closeness and monitor children's learning despite limited maternal time. Key supporting factors include the involvement of husbands, extended families, professional communities, and technological resources, while dual-role burdens, psychological pressures, and gender-based stigma act as significant barriers affecting children's educational quality. The study emphasizes the need to strengthen family support systems, promote equitable domestic workload distribution, and enhance social awareness to reduce gender stereotypes.

## Keywords

Career Woman, Children, Communication, Education, Time Management.

## 1. Introduction

Changes in modern social structures have encouraged women to assume broader roles beyond the domestic sphere. In the past, women were viewed solely as homemakers, child caregivers, and companions to their husbands; today, however, women are increasingly active participants in the workforce. Nevertheless, this shift raises new questions about how their role in shaping children's education within the household is maintained, particularly among career women in Ternate City, which is currently experiencing evolving social and economic dynamics (Hidayatulloh, 2019).

Historically, working outside the home was once considered inconsistent with women's nature, leading many to believe that women did not require higher education. This mindset placed women in a marginalized position (Handayani & Pratama, 2022). However, social developments, emancipation movements, and increased access to education have transformed this reality. Women now play an important role in improving family welfare, as highlighted by several studies emphasizing that women's economic contributions can help families escape vulnerable conditions and enhance social mobility (Zalfa et al., 2024).

According to contemporary social role and gender theories, women are no longer confined to domestic roles but have wide opportunities across various professions. With higher levels of education and greater access, women work to build careers while also meeting household needs (Usman, 2025). However, the literature indicates that women often face dual pressures in the form of work demands and family responsibilities, including childrearing, maintaining household harmony, and meeting professional targets. These conditions require effective time management skills and role balance (Norma et al., 2024).

Although many studies have discussed women's dual roles, several have reported contradictory findings (Mubarokah, 2021). Some findings affirm that women's income can enhance their role and position in family decision-making, while other studies show that working outside the home does not automatically expand women's authority within the household (Rahmayati, 2020). Moreover, most existing studies still focus on issues of dual roles and workload, whereas research that specifically highlights the role of career women in building children's education, particularly in Ternate City, remains limited. This gap is what the present study seeks to address (Arif, 2018).

The novelty of this research lies in its integrative approach, which views career women not merely as individuals with dual roles but as strategic actors in children's education within the family environment. This study not only highlights how women divide their time between work and household responsibilities but also examines how collaboration with husbands, parenting patterns, and family management strategies influences children's development. This approach provides a more comprehensive understanding of the relationship between career engagement and the quality of children's education in the context of urban families in Ternate.

Based on the reality of the increasing dual roles of career women in Ternate City, this study raises the issue of how they manage time management strategies to balance work demands with the responsibility of building children's education at home, while also examining the communication patterns developed between mothers and children in the learning process to remain effective despite limited time. In addition, this research highlights various supporting factors such as spousal support, educational technology, and flexible work environments, as well as inhibiting factors such as high workloads, professional pressure, and limited family-support facilities. All of these aspects are important to investigate to understand the extent to which career women can fulfill their educational roles optimally amid continuously evolving socio-economic dynamics (Pratiwi, 2021; Antoni et al., 2022).

Based on the study's findings, this research seeks to address three main questions. First, how do career women in Ternate City implement time-management strategies to balance their professional responsibilities with the task of supporting their children's education at home? Second, what communication patterns do this career women employ with their children during the learning process, and how do these patterns influence the children's academic and emotional development? Third, what are the key supporting and inhibiting factors that affect the effectiveness of career women as educators, and how do these factors interact to shape their ability to fulfill both professional and educational roles? The results of this study are expected to provide both practical and theoretical contributions. The findings can serve as a reference for families, local governments, and educational institutions in formulating strategies to strengthen parental roles, including those of career women, in children's education.

## **2. Literature Review**

### **2.1. Career Women in the Household**

Career women today hold roles that are far more complex than in the past, when they were associated solely with domestic affairs. Various studies indicate that an increasing number of women are entering the public sector to improve family welfare and expand economic independence (Tuwu, 2018). Social transformation and the success of gender equality movements have opened broader employment opportunities for women, so they are no longer confined to being homemakers. However, this change is also accompanied by the pressure of dual roles, in which women are required to balance professional responsibilities and household duties, including childrearing and maintaining family harmony (Ananda et al., 2025).

The literature also highlights that women's involvement in paid work does not automatically grant them greater authority within the household. Previous studies have yielded mixed results: some suggest that women's income can enhance their position in family decision-making, while others find that women still face certain limitations in the domestic sphere despite employment (Fatimawali, 2024). This indicates that women's roles within the family are dynamic and influenced by local culture, social values, and patterns of husband-wife relationships. In the context of Ternate City, this dynamic is important to understand because local social and cultural structures have distinct characteristics that affect the division of roles within the family.

### **2.2. Career Women and Children's Education within the Household**

Modern parenting theories emphasize that children's education is a shared responsibility between fathers and mothers, rather than a burden borne by only one party. However, a number of studies affirm that the mother's role remains highly dominant in shaping children's character and emotional development, particularly in families where mothers are still regarded as central figures in caregiving. For career women, challenges arise when they must allocate time, energy, and attention to children's education amid work demands. The pressure of dual roles often leads to mental and emotional exhaustion, necessitating women to develop effective time-management strategies and role-sharing arrangements to ensure that the educational function within the family continues to operate effectively (Arif, 2018; Widasari & Sukresna, 2025).

Previous research has also found that poor quality interaction between parents and children can affect children's social development and behavior. Field studies indicate that children who receive insufficient parental attention are more prone to exhibiting aggressive behavior, difficulties in socializing, and emotional problems. However, these findings are balanced by studies suggesting that working mothers

can still provide a good education through structured parenting patterns, intensive communication, and support from technology and the family environment (Fatimah, 2024). This indicates that the quality of children's education is not determined solely by the duration of a mother's presence at home, but by how career women strategically manage their roles (Reza et al., 2024). In the context of Ternate, it is important to examine how career women adapt to cultural and social contexts to maintain the quality of children's education.

### 3. Methods

This study employs a qualitative research design with a phenomenological study approach to gain an in-depth understanding of the experiences, strategies, and role dynamics of career women in building children's education in Ternate City (Moleong, 2019). The phenomenological approach was chosen because it can explore the subjective meanings behind time management practices and communication patterns, as well as the supporting and inhibiting factors experienced by career women, as reflected in interviews with several informants (Hidayat et al., 2025). The study involved selected informants, selected purposively to provide rich and diverse perspectives on career women's experiences in managing work and children's education. This number was considered sufficient to achieve data saturation within the phenomenological approach, enabling an in-depth exploration of subjective meanings while capturing variations in time-management strategies, communication patterns, and supporting and inhibiting factors among career women in Ternate City.

Data collection instruments included in-depth interviews, direct observation, and documentation, which were used to capture how working mothers apply management functions (planning, organizing, directing, and controlling) to manage both work responsibilities and children's education (Nurrisa et al., 2025). This study aims to identify concrete strategies employed by career women, ranging from organizing early morning schedules, utilizing technology for communication, engaging in religious education, to making use of supplementary tutoring, as well as examining how family support, professional networks, and technology function as supporting factors, while dual-role burdens and gender stereotypes serve as inhibiting factors (Febrianty, 2024). The urgency of this research lies in the increasing number of career women in Ternate City who face complex challenges in maintaining the quality of children's education, thereby necessitating a comprehensive empirical portrayal to understand this phenomenon. The implications of this study are expected to provide a foundation for local governments, educational institutions, and families in formulating strategies to strengthen the role of working mothers, while also enriching the literature on family management, mother-child communication, and the transformation of gender roles in urban Indonesian society.

### 4. Results

#### 4.1 Career Women's Strategies in Time Management

The time management strategies employed by career women in the domestic context are closely aligned with classical management concepts, including planning, organizing, directing, and controlling (Ichsan & Dewi, 2020). In practice, career women in Ternate City engage in strict daily planning, particularly in the early morning when household activities and work preparation overlap. Interviews reveal that they wake up earlier to prepare the needs of their husbands and children while also preparing themselves for work. This detailed planning demonstrates their ability to manage resources, such as time, energy, and attention so that their dual roles as workers and family educators can function effectively. In other words, the

success of dual roles is largely determined by the quality of micro-level planning within daily routines.

In terms of organizing, career women structure household activities systematically, including preparing children's lunches, tidying the house, and arranging other necessities before leaving for work. This illustrates that they apply organizational principles consistent with Masitoh et al. (2021), namely coordinating all resources so that objectives can be achieved efficiently. After returning from work, they enforce strict boundaries by leaving work-related burdens at the office. This represents a form of self-management control to ensure full focus on the family, particularly on children's education. Evening hours between 7:00 p.m. and 10:00 p.m. are specifically allocated for communication, learning assistance, and character development for children (Situmorang et al., 2025).

The directing strategy is evident when mothers regulate the rhythm of children's education through a dialogical approach within the family. Communication patterns at home reflect a conversation-oriented style that positions children as dialogue partners rather than subordinates (Retnowati, 2021). This approach ensures that children feel heard, making them more open to sharing school experiences, learning difficulties, and peer-related issues. Through humanistic direction, mothers indirectly perform informal educational functions that influence children's emotional and academic development. Activities such as congregational prayer and Qur'an recitation also form part of the strategy for directing spiritual values (Interview, 2024).

Career women's strategies to enhance the quality of children's education do not rely solely on direct accompaniment but also utilize external facilities such as tutoring or learning guidance programs. This constitutes the use of supporting resources to ensure that children's academic development remains facilitated despite the limited time mothers spend at home (Masitoh et al., 2021). Career women acknowledge that children's participation in tutoring provides psychological reassurance, as they no longer need to worry about their children's after-school activities. Here, the application of the principle of management efficiency is evident: delegating part of the teaching function to supplementary educational institutions without neglecting parental supervision.

Weekends become an important part of the strategy for family consolidation. Career women use this time as a space for recreation as well as evaluation of children's development. Family activities such as traveling, discussions, or character building through stimulus-response methods demonstrate that strategies for strengthening emotional relationships are implemented in a compensatory manner to make up for the lack of intensive interaction on weekdays. Mothers devote their full attention to their children without work-related disturbances, thereby implementing management control to maintain harmony and the quality of children's education.

When work demands require mothers to leave home, the strategy is to engage family networks as the primary source of support. The decision not to use domestic helpers is based on the value consideration that children's education is the responsibility of parents, and therefore only close family members are deemed appropriate to substitute caregiving roles. This strategy demonstrates that career women's time management is not oriented solely toward technical aspects but also takes into account social and emotional values in childrearing. Thus, time management becomes a combination of personal strategies, external support, and the preservation of family values.

**Table 1.** Career Women's Strategies in Time Management

No	Management Aspects	Key Strategies	Field Implementation	Impact on Children's Education
1	Planning	Scheduling daily activities	Wake up early, prepare your family's needs	Organized and disciplined children
2	Organizing	Distribution of household chores	Preparing meals, clothes, school supplies	The child's routine is more stable
3	Briefing	Mentoring & communication	Evening dialogue, school discussion	Children are open and confident
4	Control	Work restrictions	Not bringing work home	Improved quality of interaction
5	Evaluation & Support	Taking advantage of tutoring + family	Additional tutoring & sibling assistance	Maintained academic performance

Table 1 shows that career women's strategies for managing time between work and children's education constitute a complex process that requires careful planning, self-control, and external support. Career women in Ternate City successfully balance their dual roles through efficient daily activity management, effective communication, the use of supplementary educational facilities, and family support when needed. These strategies demonstrate that, despite limited time, the quality of children's education can be maintained through effective time management aligned with family values and the appropriate use of resources.

#### 4.2. Communication Patterns with Children in the Learning Process

Communication patterns within the family, particularly between career women and their children, constitute a fundamental aspect of the children's learning process. Communication functions as a bridge to convey messages, build emotional closeness, and guide children toward positive learning behaviors (Murdaningrum, 2021). In the context of career women, limited time intensity prevents ideal communicative interactions. However, they still strive to create effective communication by applying a conversation-oriented communication pattern, which positions children as subjects and dialogue partners rather than subordinates. This pattern is important because it fosters children's self-confidence, openness, and comfort in expressing their learning needs (Heni et al., 2023).

The conversation-based communication pattern implemented by career women is grounded in the principle that children need to be valued as individuals with emotions, experiences, and perspectives. With this approach, mothers act not only as caregivers but also as discussion partners (Rahman, 2021). In-depth interviews show that career mothers often use evening hours as quality moments to build warm dialogues, discuss school activities, and understand children's academic needs. Although brief, the quality of these conversations is considered to have a significant impact on shaping children's learning motivation. The humanistic approach used also creates a conducive home environment as a learning space.

Amid the limitations of direct verbal communication, career women utilize technology to maintain efficient communication. Messaging applications, WhatsApp groups, and digital monitoring features serve as communication channels that help mothers supervise children's activities even when they are not physically present (Norma et al., 2024). During working hours, this communication pattern serves as a

monitoring mechanism that maintains children's discipline by reminding them of study schedules, school assignments, and positive habits. Although this form of communication cannot replace physical presence, technology provides an adaptive solution that allows emotional connection and academic supervision to occur simultaneously.

In addition to using technology, career women also implement a regulatory communication pattern by managing children's gadget usage. They employ parental control features, timers, and automatic locking at night to ensure that children do not develop dependence and maintain proper study and rest routines (Heni et al., 2023). This action demonstrates that communication is not merely conversation but also regulation. This pattern supports the development of disciplined learning behaviors while helping mothers overcome time constraints due to work commitments (Rizqullah et al., 2024). Children become more focused and maintain a clear learning routine.

In practice, the communication patterns used by career women significantly impact children's learning. Warm, conversation-oriented communication strengthens emotional closeness between mother and child, while technology-based communication maintains the continuity of the relationship even when the mother is away from home. The combination of these two patterns forms an adaptive communication system relevant to the dynamics of modern families, particularly in urban environments such as Ternate City. With appropriate communication patterns, career women can still fulfill their educational roles without neglecting their professional responsibilities, thereby achieving a balance between career and children's education.

**Table 2.** Communication Patterns of Career Women with Children

No	Communication Aspects	Form of Implementation	Impact on Children	Remarks
1	Conversation Orientation	Evening dialogue, open discussion	Children are more confident, open	Short but quality
2	Communication Technology	WA, video calls, short messages	Children are monitored even when the mother works	Effective when the mother is physically absent
3	Digital Regulation	Parental control, timer HP	Increased learning discipline	Prevent device dependency
4	Humanist Communication	Listen to your child's story	Positive emotional environment	Increase motivation to learn
5	Value Reinforcement	Advice, Directions, Monitoring	Character & Morals Building	It is usually done at night

Table 2 shows that the communication patterns of career women in children's learning processes represent an adaptive strategy that combines direct conversation, technology use, and digital regulation. Although interaction time is limited, the quality of communication is maintained through a humanistic approach that positions the child as a dialogue partner. Technology serves as an important bridge that ensures continuity of communication, while regulating gadget use supports children's discipline in learning. Career women can perform their educational role effectively through a communication pattern that is flexible, responsive, and structured, thereby still creating a conducive learning environment for children's development.

### 4.3. Supporting and Inhibiting Factors for Career Women as Educators

The main support for career women in fulfilling their role as educators for children comes from family, particularly husbands and close relatives. The presence of a husband who understands his wife's work rhythm, is willing to share household responsibilities, and does not object to his wife's professional activities becomes a highly significant emotional resource (Handayani & Pratama, 2022). Interview results indicate that supportive husbands not only grant permission for their wives to work but also help complete domestic tasks, thereby lightening their wives' workload. Assistance from extended family members also provides working mothers with a sense of security. Thus, the family support system serves as a strong foundation, enabling women to continue fulfilling their role as educators at home.

Another supporting factor is personal development and professional networks. Many women's communities and professional organizations, such as teacher associations or skill-training groups, provide spaces for sharing experiences, enhancing competencies, and empowering women in their careers (Pratiwi, 2021). Through these trainings, career women acquire pedagogical and managerial skills that can be directly applied to children's education at home. Furthermore, interviews indicate that mothers' ability to understand modern learning methods, such as project-based learning or trial-and-error approaches, makes the children's education process more creative and effective. Professional knowledge gained from the workplace or community has been shown to positively impact the quality of children's education.

Modern technological developments constitute another important support for career women in educating their children. Technology enables them to monitor remotely, control children's activities through digital applications, and communicate quickly during working hours (Norma et al., 2024). Several interviewed mothers reported that parental control features, application timers, and school WhatsApp groups help them stay connected to children's educational activities even when they are not physically present. Technology also facilitates completing office work, allowing family time to be optimized for educational activities such as assisting with learning, character building, and strengthening parent child emotional closeness.

Moreover, technology expands women's access to parenting information, educational modules, skill tutorials, and religious materials. This access enables career women to provide meaningful guidance to their children despite time limitations (Heni et al., 2023). Therefore, technology serves as a bridge that connects professional demands with the responsibility for children's education within the family, provided it is used appropriately and purposefully. On the other hand, the primary inhibiting factor experienced by career women is the dual burden of professional work and domestic obligations. This burden becomes heavier when not accompanied by adequate time management skills or a lack of spousal support (Rahman, 2021). Interviews indicate that some career women experience physical and mental pressure due to simultaneous work and family demands. When husbands insist that wives continue performing domestic tasks without compromise, the situation can trigger stress, fatigue, and even depression. Such dual-role burdens potentially reduce the quality of maternal involvement in children's education because energy and focus have already been consumed by work demands.

In addition to work and household pressures, career women often face internal conflicts, including guilt about feeling insufficiently involved in their children's growth and development. This situation creates a psychological dilemma that affects their consistency in providing education, learning assistance, and adequate emotional interaction at home. Such psychological burdens become significant inhibitors even though mothers possess the competence and strong intention to educate their children well.

Beyond internal burdens, external obstacles in the form of gender stereotypes and societal stigma also pose major challenges. Traditional views that position women as figures who “should” remain at home remain strong in certain social environments. Working women are still perceived as neglecting their families, resulting in criticism, gossip, and negative judgments from neighbors or relatives. Such social pressures often create additional mental burdens that affect the emotional stability of career women. Continuous discomfort and inner pressure can impact the quality of communication and teaching to children.

Furthermore, societal stigma often triggers conflicts between career women and their extended family or the surrounding community. In some cases, society demands unrealistic ideals that women must succeed in their careers while also being perfect in managing the household and children. This condition is counterproductive to women’s productivity and family welfare. In other words, socio-cultural factors remain serious obstacles to optimizing women’s roles as educators for children. Considering these supporting and inhibiting factors, the ability of career women to be effective educators for children depends heavily on a systemic balance among internal support, technological access, professional capacity, and the ability to cope with social obstacles. When supporting factors, such as family support and technology use, are optimal, career women can overcome barriers such as dual-role burdens and gender stereotypes. However, if such support is absent, these barriers can become dominant, reducing mothers’ educational role in their children's lives.

Thus, an integrated strategy is needed, including equitable distribution of household tasks, enhancement of parenting competence through training, the use of technology, and public education to reduce gender stigma. The combination of these factors not only strengthens mothers’ capacity as educators but also creates a healthier and more productive family environment for children’s growth and development.

**Table 3.** Supporting and Inhibiting Factors

No	Categories	Sub-Factors	Impact on Children’s Education	Example of Field Findings
1	Supporters	Family support	Increase emotional support and maternal stability	Husband helps with housework
2	Supporters	Self-development & networking	Mothers apply modern learning methods	Participate in teacher training, project methods
3	Supporters	Technology	More optimal communication and control of children	Parental control & school chat
4	Inhibitors	Double load	Stress lowers attention to children	Difficulty dividing time, depression
5	Inhibitors	Gender stereotypes of society	Inner stress, conflict & emotional burden	Considered to be less caring for family

Table 3 shows the supporting and inhibiting factors for career women as educators for children, who interact and determine the quality of mothers’ involvement in their children’s learning. Family support, access to technology, and opportunities for personal development provide space for women to continue performing their roles optimally. However, dual-role burdens, lack of spousal support, and societal stereotypes can become significant obstacles that reduce the effectiveness of these roles. Therefore, the balance between supporting and inhibiting factors must be managed systematically through family collaboration, utilization of technology, and increased social awareness of gender equality. Only

through such integrated efforts can career women fully fulfill their role as primary educators within the family.

## 5. Discussion

The role of career women in Ternate City in advancing children's education is evident in the way they manage their daily routines in a disciplined, structured manner. Despite having professional responsibilities, they continue to prioritize their children's education by preparing well-organized daily plans. This pattern aligns with classical management principles that emphasize the importance of planning and organizing activities efficiently. By waking up early, completing domestic tasks, and attending to children's needs in the morning, mothers are able to maintain the stability of family routines. Through these strategies, children's study time remains controlled, and the quality of emotional support is maintained even with limited time together.

In the process of educating children, communication is a crucial element that career women consistently uphold (Epstein, 2022). They develop open, dialogical communication patterns, enabling children to feel valued when expressing their opinions and sharing their learning experiences. Evening hours are used for quality conversation to evaluate school activities, provide guidance, and build character. When away from home, technology such as WhatsApp and video calls functions as an extension of the mother's presence, allowing her to monitor her child's activities. The combination of direct communication and digital media creates an adaptive communication system that maintains a harmonious mother-child relationship despite the mother's time constraints (Pramono, 2020).

Discussions also emphasize that career women's success in educating their children is closely linked to family support and the use of technology (Chauhan et al., 2022). Cooperative husbands and close relatives who are ready to help provide a sense of security for mothers in carrying out their professional responsibilities. In addition, mothers' ability to participate in training, learn modern parenting methods, and utilize technology such as parental control serves as supporting factors that strengthen their role as educators. Access to educational information and digital parenting resources further enhances mothers' effectiveness in guiding children's development, both academically and emotionally (Lin-Lewry et al., 2024).

Behind these strategies and supports, career women still face challenges such as dual-role burdens, emotional conflicts, and social stereotypes (Tyagi et al., 2021). Work demands often lead to physical fatigue and mental stress, which can reduce the quality of interaction with children. Some mothers even experience guilt for not being able to accompany their children at all times. Social environments that still hold negative views of working women add to the psychological burden. Nevertheless, career women in Ternate City demonstrate that role balance can be achieved through adaptive time management, warm communication, and strong family support. With this approach, their contribution to children's education can remain optimal despite the complex challenges they face.

The findings of this study have significant implications for both gender roles and family education. They highlight that career women in Ternate City are not only capable of managing professional responsibilities but also play a crucial role as primary educators within the household, demonstrating that traditional notions confining women to domestic roles are increasingly being redefined. By effectively balancing time management, adaptive communication, and the utilization of family and technological support, these women challenge existing gender stereotypes and model a more equitable distribution of household and educational responsibilities. For family education, the study underscores the importance of collaborative parenting, where both parents contribute to children's academic, emotional, and moral development, supported by external resources such as tutoring and digital

tools. These insights suggest that policies, workplace practices, and social programs should recognize and reinforce the dual contributions of career women, fostering environments that support both gender equality and high-quality family education.

## **6. Conclusion**

Based on the research findings presented above, it can be concluded that the role of career women in Ternate City in building children's education demonstrates that their success is determined not only by time-management skills but also by the quality of their emotional relationships, adaptive communication patterns, and social support. Despite facing dual-role burdens, professional demands, and social pressures related to gender stereotypes, mothers are still able to fulfill their educational roles through planned managerial strategies, technology, and collaboration with family and educational institutions. These efforts create a parenting pattern that remains effective even with limited time together, allowing children's education to develop both academically and emotionally. Thus, career women play an important role as educators within the family, provided internal support and the social environment are balanced to sustain their dual roles.

The results of this study underscore the critical role of career women in balancing professional responsibilities and children's education, highlighting the importance of effective time management, adaptive communication, and supportive family and technological resources. While the findings provide valuable insights into strategies that enhance educational quality and challenge traditional gender roles, the study is limited by its focus on a small number of informants within Ternate City, which may not fully capture experiences in other cultural or urban contexts. Future research could expand the sample size, include fathers' perspectives, or explore longitudinal effects of dual-role management on children's academic and emotional outcomes. In conclusion, this study demonstrates that career women can successfully fulfill dual roles when supported by family, community, and technology, offering practical guidance for policies and programs aimed at promoting gender equality and strengthening family education.

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### ***Acknowledgment***

We gratefully acknowledge the contributions of individuals who supported the completion of this article.

### ***Funding Information***

This research did not receive any funding.

### ***Conflict of Interest Statement***

The authors declare that there is no conflict of interest.

### ***Ethical Approval and Originality Statement***

Ethical approval was obtained for this study. The manuscript represents original work and has not been previously published, nor is it under consideration by another journal.

### ***Data Disclosure Statement***

The data that support the findings of this study are available from the corresponding author upon reasonable request.



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