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Single Parent Women's Strategy in Providing Children's Education Needs: A Case Study

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ABSTRACT

Background: Single-parent women often face complex challenges in meeting the educational needs of their children due to financial, social, and emotional constraints. Understanding how they navigate these challenges is essential for developing supportive policies and interventions. **Objective:** This study aims to explore the strategies employed by single-parent women in fulfilling their children's educational needs. **Method:** A descriptive qualitative approach was used, with the research conducted in Pasanggrahan Village, Tangerang Regency. Data were collected through observations and in-depth interviews with selected informants. To ensure data validity, triangulation techniques and informant reviews were employed. Data analysis was carried out in four stages: data collection, data reduction, data presentation, and conclusion drawing. **Result:** The study found that the strategies adopted by single-parent women vary based on their individual backgrounds and specific circumstances. Most respondents manage their limited financial resources by prioritizing essential household expenses, especially those related to education, and by differentiating between primary, secondary, and tertiary needs. **Conclusion:** Single-parent women in Pasanggrahan Village demonstrate adaptive and resourceful financial management strategies to ensure their children's educational continuity, despite facing socioeconomic limitations. **Originality/Value:** This case study offers novel empirical insights in the field of family sociology and household economics by documenting the adaptive financial management strategies and economic coping mechanisms employed by single mothers in securing their children's educational needs amidst financial, social, and emotional constraints, an area that remains insufficiently explored in current literature. This review provides profound contextual understanding and serves as a strategic reference for social policymakers, family welfare practitioners, and community advocates in decision making, formulating targeted social assistance initiatives, and designing community support programs to safeguard educational access for children from single parent households.

1. INTRODUCTION

Surprisingly, according to the Statistics Indonesia report, the number of divorce cases in Indonesia reached 516,334 cases in 2022. This number increased by 15.31% compared to the previous year's 447,743 cases. West Java is the province that has the highest divorce cases nationally throughout 2022. Last year, divorce cases in West Java reached 113,643 cases or 22% of the total national divorce cases. Meanwhile, around 75.4% of divorces in this province occurred due to contested divorce (filed by the wife), while the remaining 24.6% were divorced (filed by the husband). East Java ranks second as the province with the highest number of divorce cases, with 102,065 cases throughout 2022. Next, there is Central Java with 85,412 cases. Then, in the next position are North Sumatra and

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DKI Jakarta, which recorded 20,029 cases and 19,908 divorce cases respectively. On the other hand, five provinces have no divorce cases throughout 2022. These include Riau Islands, Bali, North Kalimantan, West Sulawesi, and West Papua. The report noted that 448,126 divorces in Indonesia occurred based on the factors that caused them in 2022. Disputes and quarrels became the main factor causing national divorces over the past year. The number reached 284,169 cases, or equivalent to 63.41% of the total factors causing divorce cases in the country. The other most common cause of divorce is due to economic factors, which amounted to 110,939 cases (24.75%). Then, followed by the factor of leaving one of the parties as many as 39,359 cases (8.78%), domestic violence (KDRT) as many as 4,972 cases (1.1%), and drunkenness 1,781 cases (0.39%).

Compared to 2020, which reached 291,677 cases, this report shows that wives sue for divorce more than husbands. A total of 337,343 cases or 75.34% of divorces occurred due to being sued for divorce, which is a case whose lawsuit was filed by the wife and has been decided by the Court. Meanwhile, as many as 110,440 cases, or 24.66% of divorces occurred due to divorce, which is a case whose petition was filed by the husband and has been decided by the Court. A family is a unit of people who interact and communicate which creates social roles for husbands, wives, and children. Harmonious families are coveted by the community where harmonious families are considered when there is calm, peace, and balance in the family. Harmonious families are characterized by tranquility, sacrifice, cooperation, and mutual perfection (Sainul, 2018). Harmonious family relationships are not just the harmony of husband and wife but all family members. The family has a function as a place to build intact relationships between people because the family is an institution that can prevent the homeless mind. The formation of a harmonious family is based on general criteria, namely (1) having faith in God, (2) having a sense of love for a partner, (3) having a sense of honesty, (4) having a sense of loyalty, and (5) having a generous and forgiving heart (Sahara et al., 2013). An important assumption of the meaning of family is that it is the smallest social institution and the most basic institution in society. Where the process of identity recognition and the first socialization process is carried out in the family (Sari, 2019). From the socialization process in the family, a person will have the provision to be able to interact and socialize with larger social institutions, namely society.

With the formation of the family, indirectly the functions of the family will also be formed. In reality, some people do not feel a harmonious family that is intact and has a sense of love for each other. This causes various problems experienced by some people (Taubah, 2015). One of the causes of family problems is caused by the incompleteness of family members due to death, divorce, and so on. Meanwhile, the role of women who are single parents changes in every construction built by the surrounding community (Rakhmawati, 2015). The social construction of single-parent women who are required to take care of children and earn household income alone causes various polemics in the life of a single parent (Sari et al., 2019). In addition, other problems lie not only in the difficulty of caring for children but the role of single-parent women who must play their role as father and mother figures (Mawardi, 2017). A single-parent woman must meet the needs of household maintenance costs such as daily living needs, fulfillment of children's education costs, and so on, which is a serious problem for a single-parent woman.

Recently, research results have revealed findings that the development of globality and cultural influences has had an impact on the socialization system in the family, both in relationships between family members and families with other institutions (Siregar, 2015). The problems of family life are increasingly complex in line with the spirit of changing times and the paradigm of thinking of individuals and certain communities towards the essence of marriage (Awi et al., 2016). The development of society from traditional to modern society has led to several patterns of behavioral change in the family, such as the current rampant divorce at a fairly young age of marriage (Suarmini, 2014). The phenomenon of single parents is common in society, they take care of and raise children alone without the help of their spouses, especially if those who experience something like this are women (Trisiana & Yusuf, 2020). This is certainly not easy to live with, because in a society that still looks at a woman without a husband with an eye. In addition, maturity in terms of physical and especially psychological is the main factor needed for the success of women as single parents in raising their children.

Research results from previous studies get similar research answers. In previous studies, it was found that the problem faced was the difficulty of single-parent women providing for the household and children's needs such as education. So here the researcher wants to conduct a similar study but make updates to the theory used, which is more focused on the sociological aspects and find out the considerations made by single-parent women in deciding to meet children's educational needs and how the efforts of single-parent women maintain it.

Being a single parent, especially for a mother, certainly has its difficulties where she and her children must be able to meet the increasing needs of life and they must be able to get through it all without the head of the family again (Hanim, 2018). So many obstacles are passed by the family, and all household affairs are borne by a mother. To meet the needs of daily life, the needs of children, and other needs (Muniro, (2007). A single-parent woman carries

out an important role as a parent who must pay attention to the psychological condition of the child and meet the needs of the child's education costs (Kalingga et al., 2021). Education is needed by humans to survive. Education is considered important because it guides children from adults to achieve maturity as a goal so that children are capable enough to carry out their life tasks independently (Syafri & Zen, 2017). Even though the family is not intact (divorced), of course, parents want their children to get an education without having to be fully educated by their parents at home (Shahreza & Lindawati, 2020). So that many parents need costs to fulfill their children's education. Fulfillment of education includes the basic cost of Education Development Contribution because not all schools are provided free of charge, the cost of school uniforms, books, stationery, and other educational support costs (Simanullang et al., 2022). For this reason, financial preparation is needed to fulfill children's education. For a single-parent woman, this is burdensome, especially since the individual must bear the burden of earning a living independently. This causes a single-parent woman to carry out domestic and public activities simultaneously without the help of her husband's role.

Today's single-parent families have a special set of problems in performing family functions. This is because there is only one parent to raise the child. Being a single parent, especially for a mother, certainly has its difficulties where she and her children must be able to meet the increasing needs of life (Hasanah & Widuri, 2014), and they must be able to get through it all without the head of the family again (Zuhdi, 2019). So many obstacles that the family goes through and all household affairs are borne by a mother. To meet the needs of daily life, the needs of children, and other needs. One of the family functions that is a problem is the economic function.

Based on the preliminary study described above, the purpose of this research is to find out the strategies of single-parent women in meeting children's educational needs. The focus of the research discussion examines the messages and strategies of women as the head of the family in managing the family economy and finances so that all children's educational needs can be met. The contribution of this research is as a novelty and source of information for academics, students, and parents about the strategies of single-parent women in meeting children's educational needs.

2. METHOD

2.1 Research Design

Researchers use descriptive qualitative research methods. Qualitative research tries to describe a phenomenon or describe the symbols under study following field reality (Yusuf, 2014). Bogdan and Taylor said the same thing, that qualitative is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. This approach is directed at the setting and the individual holistically (whole) which means that in this case it is not allowed to isolate individuals or organizations into variables or hypotheses, but needs to view them as part of a whole. Qualitative data is a source of broad and solidly grounded descriptions and contains explanations of the processes that occur in the local environment (Moleong, 2005). With qualitative data, we can follow and understand the flow of events chronologically, assess cause and effect within the scope of the minds of local people, and obtain many useful explanations

2.2 Research Subjects

This research was conducted among residents in RT 003 RW 011, Desa Pasanggrahan, Kab. Tangerang. The technique of determining informants was carried out using a purposive method, namely by looking at the background and characteristics of the informants that had been previously determined. The requirements for determining informants are as follows, (1) women who are divorced due to the death of their husband; (2) have children who are still in formal and non-formal schools from elementary school to university level; and (3) are alive; (4) have not remarried.

2.3 Instruments and Data Collection

Data collection is a systematic standardized procedure or procedure in the process of collecting research information (data) (Utomo et al., 2024). The process of collecting data through a series of observing (observations) and free guided in-depth interviews, namely the researcher combines the research instruments that have been made then the researcher develops the questions asked when going to the field. To obtain data or information in this study, the data collected are in two forms, namely primary data and secondary data. As for collecting primary data, it is done in the following way.

2.3.1 In-depth Interview

In this process, researchers conducted interviews with subjects to obtain the data needed by researchers. In the interview process, the researcher took field notes by using a recording device and interview guidelines that the researcher had made. In this study, the in-depth interview method was used to extract information from each subject who was used as a research informant. The information or data to be taken is data related to the objectives of this study, namely the role of single-parent women in fulfilling economic needs in the household and the needs of children.

2.3.2 Observation

As well as interviews, researchers also use the observation method. This data collection method is carried out by employing researchers seeing, listening, and feeling something that is happening, being experienced, or being done by the object of research, namely utilizing researchers living and joining in by being directly involved with the community who is the object of research and doing the things they do by becoming an acceptable part of the subject under study. Through direct observation, researchers can find out the daily activities of the objects of research and can record them through the documentation process. At this stage, researchers use observation guidelines that have been prepared by researchers.

2.5 Data Validity

To obtain accurate research data, researchers check the validity of research data by looking for data validity in the form of truth in a study so that it can be accounted for. In this study, researchers used data triangulation and informant review methods in assessing data validity. Data triangulation is comparing and rechecking the degree of trust in information obtained through time and several types of tools through qualitative methods (Moleong, 2002). Meanwhile, this informant review means that the researcher double-checks the data by holding discussions with data informants in the field to double-check the information that has been provided previously. So that researchers will match the data that has been obtained with informants in the field.

2.6 Data Analysis

Research data analysis was carried out employing qualitative analysis. The qualitative analysis that researchers use is an interactive analysis technique, namely a cyclical process of data reduction or selection, data presentation, and then concluding. According to Miles and Huberman, research data analysis can be done by (1) data collection, (2) data presentation, (3) data reduction, and (4) conclusion drawing (Sugiyono, 2011). These steps are carried out or repeated every time after collecting data using any method. This step is carried out until the research ends. So data analysis in this study is the process of categorizing data, finding patterns/themes, and looking for relationships with categories that have been found.

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1 Life Needs

The behavior of single-parent women in Desa Pasang-grahan, Kab. Tangerang in obtaining the fulfillment of household livelihood needs and children's education is based on different backgrounds for certain reasons. All informants acted the same as one another, namely trying to build a business after their husbands died, such as a grocery store, clothing, and selling household goods on credit. Single-parent women previously only performed their domestic role as child caregivers. The decision to open this business was accompanied by the potential of the self who had never worked before, who then switched to entrepreneurship with the hope that it could be done easily and did not need special skills. The obstacle that is often experienced is that the profit is not too large but is sufficient to fulfill daily needs. One of them, the need for children's education comes from the business that is run.

In meeting the needs of daily life, they open a business as a reason for single-parent women to fulfill the household economy and meet the needs of children's education which is managed by saving. Public roles after her husband died were finally carried out only to fulfill economic aspects and carry out family functions. The expectations to be achieved include (1) sufficiency of daily needs, (2) children's education needs, (3) savings funds, and (4) emergency funds.

The following describes the long-term and short-term plans of single-parent women to achieve their children's needs.

Table 1. Short-term and Long-term Plans of Single Parent Women

Short Term Plans	Long Term Plans
1) Meeting primary daily needs	1) Fulfill the needs of the fami-ly function of living the role of father and mother
2) Fulfill the needs of edu-cational facilities at ho-me such as the provision of stationery, books, uniforms, etc.	2) Fulfill the needs of emer-gency funds if something happens to their children, for example a child is sick.
3) Meet the needs of chil-dren with proper paren-ting and affection	3) Fulfill the need for savings funds for children's edu-ca-tion costs until high school and college
4) Saving for children's school fees is fulfilled	4) Periodic savings for chil-dren's ongoing school fees
5) Fulfill the needs and ne-cessities to support chil-dren's learning	5) Children can go to school and their needs are met
6) Provide support and motivate children to stu-dy well and excel	6) Directing children to dev-elop their potential through activities at school

3.1.2 Problems and obstacles faced

The current status of single-parent women in Desa Pasanggrahan, Kab. Tangerang, is certainly not what they want. Their low level of education and lack of skills in various fields means that they do not have the opportunity to find better jobs and higher incomes. They have to face various problems in carrying out one of the family functions, namely fulfilling their children's educational needs. Some of the problems and obstacles they face include:

First, irregular salary income. One of the problems faced by single-parent women in Desa Pasanggrahan, Kab. Tangerang is the lack of income to fulfill their daily lives. They only rely on the income from the business they earn every day. If it is quiet, the income will decrease because the profits must be shared with the owner of the place where they work. There are times when they want to do other work but the time they have sometimes cannot find a large additional income.

Second, is the problem of social interaction with children. The problem often faced by single-parent women in Desa Pasanggrahan, Kab. Tangerang is that long-distance becomes an obstacle for women to interact with their children, which of course results in communication problems and the process of interaction with children is reduced. Mothers who work far away from their children cannot monitor their activities and teach them things that a mother should give to her child. It is the same with other informants where their children are all left in the village with their parents and they only come home once every two months. Because if they come home often, their income will decrease. There is a concern for them because their children lack affection and teaching from their mother and they even lose the figure of a father in a family.

Third, psychological problems. Psychological conditions often experienced by single-parent women in Desa Pasanggrahan, Kab. Tangerang include feelings of sadness over loss, workload, life burden, the burden of taking care of children, and lack of family support also causes emotional exhaustion. Generally, they will feel tense about the future. Where there will no longer be anything planned with the spouse about the future. Issues such as finances, housing, and loneliness where women do not find someone to share the burden, decisions, and responsibility for children and also tensions about the reactions of friends and relatives regarding how women cope with life alone.

3.1.3 Strategies for Fulfilling the Needs of Life and Children

The strategy used by single-parent women in Desa Pasanggrahan, Kab. Tangerang is to open other businesses, such as part-time shopkeeping and selling household goods on credit. In addition, the selection of formal and non-formal schools managed by foundations and the private sector affects the educational needs of the children of single-parent women. It is known that school fees managed by foundations and private schools require fees from students. This causes single-parent women who send their children to private schools to require extra costs compared to single-parent women who send their children to public schools.

Considerations for children's educational needs are based on their considerations and influences from the surrounding environment such as family and relatives. Meanwhile, the obstacles that must be faced by singleparent women are the uncertainty of the business profits obtained, causing difficulties in meeting educational costs such as the Education Development Contribution for private schools. Some other problems that must be faced by single-parent women are if there is wrong parenting and lack of supervision of children, which causes conflicts that cause the dual role undertaken by single-parent women to demand to find solutions alone. Furthermore, single-parent

women overcome the problem of difficulties in meeting educational needs by borrowing funds from family, relatives, neighbors or even pawning goods. This eventually becomes a habit that ensnares single-parent women into debt activities.

3.2 Discussion

Based on the research results, the findings show that as the head of a family with a small income, single-parent women in Desa Pasanggrahan, Kab. Tangerang must be smart in managing finances so that all their children's educational needs can be met. Usually, they return home once every two months or once a month if the child is sick or there is something that requires them to return home because returning home also requires costs and other expenses.

Judging from the behavior and efforts they make, the actions taken by single-parent women in Desa Pasanggrahan, Kab. Tangerang are related to the goals they want to achieve, namely making their lives prosperous and meeting their children's educational needs. What has been done by single-parent women in Desa Pasanggrahan, Kab. Tangerang when viewed from the perspective of sociological theory, James S. Coleman's rational choice theory explains that all individual actions are influenced by the decisions of the actors (single-parent women) themselves (Sa'adah, 2022). The focus of this theory is not on the aspect of the choices taken by the actor but the fact that the actor's consistency in taking actions that he considers to have goals to be achieved rationally (Ritzer, 2012). There are two important elements in this theory, namely actors and resources. If the actors are single-parent women, the resources are the potential possessed by single-parent women.

Sociologists point out that the rational choice model is based on (1) social phenomena are real, (2) the actions of actors aim to pursue interests, (3) the advancement of methodological individualism, (4) the focal point lies in the relationship between actors and the strategies taken, and (5) the way of thinking uses deduction (special to general) to explain a phenomenon (Ritzer & Douglas, 2004). When examined, the decision behavior of single-parent women to meet children's educational needs is in line with advanced logic (rational) by opening a business and utilizing their potential (resources) which are considered to help meet the goals they want to achieve.

The findings show that there are three strategies used by single-parent women in Desa Pasanggrahan, Kab. Tangerang in fulfilling their children's educational needs. The three strategies are explained below:

3.2.1 Increasing Resources

What is meant by increasing resources is to spend all the abilities owned, such as spending capital to build a business. From what single-parent women in Desa Pasanggrahan, Kab. Tangerang, have done, it is clear that the steps they have taken can be categorized as having the capital to open a business. Capital consists of four types: material (economic) capital, social capital, cultural capital, and symbolic capital (Bourdieu, 2015). In understanding the existing reality, Pierre Bourdieu's perspective of capital theory explains that the actions taken require each individual to have capital in a certain domain. The characteristic is that capital must be like an investment that can be given to others as an inheritance. The scope of the capital arena is something that is produced and reproduced (Sumani et al., 2020).

To improve resources and abilities, one of the targets for single-parent women in Desa Pasanggrahan, Kab. Tangerang is material capital. In this case, the material (economic) capital in question relates to the ownership of money and goods that are ultimately needed to open a business. Material capital correlates with the strategy of running, managing, and allocating funds to obtain economic benefits (Fathy, 2019). Single-parent women obtain material capital from their husbands' inheritance in the form of money, savings, or land investment (Amar et al., 2022). Meanwhile, social capital is needed by single-parent women to overcome the problems faced by thinking collectively built through social relations (Sugiarto & Fida, 2022). In reality, actions taken based on cooperation can provide benefits to improve life (Fathy, 2019). It means that social capital benefits not only in the economic aspect but also in the aspect of close social relations over common interests. Single-parent women build a business with the help of several relatives with the hope that it can provide benefits to meet the needs of household income and closer social relations between families (Susanti & Hayat, 2022).

In addition to material capital, other capital is needed by single-parent women in Desa Pasanggrahan, Kab. Tangerang is the capital of skills, education, and knowledge possessed by each single-parent woman. Cultural capital is essentially the intellectual power that exists in individuals through formal education or family inheritance in the form of competencies that can be used as individual social mobility (Halim, 2014). The cultural capital that comes from individual abilities can be useful or not according to how individuals utilize it. In the lives of single-parent women in Pasanggrahan Village, the maximum formal education taken reaches senior high school, and the ability to

interact with other individuals also affects how they get the opportunity to open a business to fulfill household income. This ability to cooperate with other individuals influences how single-parent women build social capital relationships in the form of the ability to speak in public, express opinions, and provide concepts and ideas.

Meanwhile, symbolic capital is in the form of power that is often symbolized as prestige, titles, positions, ownership of luxury goods, and so on. This is interpreted as recognition from other individuals (Halim, 2014). The symbolic capital of single-parent women influences how individuals or community groups view single-parent women. It can also be said that this symbolic capital can bring benefits to single-parent women in obtaining the benefits of opening a business, such as the position or power of the husband's legacy, the family name, and the social status that society pinned on the single parent woman's family before her husband died (Haerussaleh & Huda, 2021).

The actions taken by single-parent women are followed by considerations to fulfill primary needs, including children's educational needs. Educational needs contain school fees and facilities and infrastructure at home. Children's educational needs are included in long-term plans that require careful preparation to fulfill them because they require costs, preparation of facilities, and infrastructure at home such as stationery, school uniforms, and textbooks. All capital is interrelated and influences each other. Elements of capital that have been constructed into the realm of single-parent women's lives result in results that are following the goals to be achieved when utilized (Ahmad et al., 2021). Considerations in deciding on the choices to be carried out also go hand in hand with how single-parent women utilize the capital they have as part of how they survive to support the household (Amelia, 2021). In essence, whatever the form of capital, actions that lead to decisions to take actions that are considered appropriate and rational can lead to changes in individuals.

The resources owned by single-parent women in Desa Pasanggrahan, Kab. Tangerang are crucial as a way to survive to provide for primary, secondary, and tertiary needs. So the actions taken by single-parent women are to utilize all the resources they have following their uses to achieve all the goals they want to achieve (Kabbaro et al., 2014). Resource utilization is associated with short and long-term plans according to the resources owned by single-parent women. Material capital resources are useful for meeting the needs of the economic aspect or household income and are related to children's school education costs, children's emergency funds, and savings funds (Tokan, 2021). The social capital resources of single-parent women are related to short and long-term plans, namely meeting the needs of social relations and expanding cooperative relationships between relatives who can help utilize the needs of family functions and influence the parenting provided by single-parent women to children (Setiawan & Pratiwi, 2021). The implementation of cultural capital with a short-term plan is the fulfillment of the ability to carry out family functions. Meanwhile, the symbolic capital resources of single-parent women are related to the fulfillment of long-term plans, and how single-parent women use their social status to send their children to higher education. So that short-term and long-term plans can run by utilizing resources, it requires the ability to manage resources by separating which resources can be used to realize short-term and long-term plans.

3.2.2 Meeting the Needs of Life and Children's Education

In fulfilling all of Ana's life needs, the main goal of single-parent women in Desa Pasanggrahan, Kab. Tangerang is to fulfill their life needs and ensure their children's education, accompanied by the hope that their children will achieve success through fulfilling their educational needs. Therefore, the goals are adjusted to the choices that single-parent women consider. In considering choices based on values and references (Ritzer & Douglas, 2004). Thus, the actions taken by single-parent women tend to be the same as each other but the goals to be achieved are different. The resources owned by single-parent women are different and the goals based on needs and desires are also different from each other among single-parent women in Pasanggrahan Village. However, goals can be influenced by various choice considerations not only from the thoughts and needs of single-parent women but also from environmental factors, such as the decision to send children to senior high school and college.

The prestige and social status of single-parent women in Desa Pasanggrahan, Kab. Tangerang prioritize efforts to maintain prosperous living conditions, such as the desire to send their children to school following the initial plan that has been planned (Sabariman, 2019). The tendency to take action to maintain short-term and long-term plans affects the actions single-parent women will take to achieve the goals of short-term and long-term plans (Munirah et al., 2022). From a functional structural perspective, what is considered is the function of the part in the structure that is needed for the entire structure. Some of these functions are referred to as manifest functions, which are recognized and have desirable consequences, but there are also latent functions, which are recognized and have undesirable consequences.

In general, a woman's role is linked to and equal to the expectations of others or society. Therefore, a mother who neglects her child is not carrying out the role of a mother properly, such as the customs or rules that apply in the culture of a particular society or religious principles, so she is called a mother who does not carry out the role of

a parent properly. The reason for a mother is that she must take care of and educate children properly in line with her role as an educator. Thus, the role is linked to the norms that apply in a particular society or religious methods that are adhered to.

The distinction of functions and roles between men and women is not determined because both of them have biological differences or natures, but are distinguished according to their respective positions, functions, and roles in various fields of life and development. In this regard, gender becomes a paradigm or theoretical framework complete with basic assumptions, models, and concepts. Researchers use gender ideology to reveal the division of roles based on sex and its socio-cultural implications. The different roles of men and women in the family are traditionally due to the physical differences between the two. Thus, it is natural for women to live in the household. This task is a natural task given to women such as giving birth, raising their children, cooking, and giving attention to their husbands. As for men, they have the task of going out of the house to earn a living for their families.

3.2.3 Strategies for Meeting Children's Education Needs

The portrait of single-parent women in Desa Pasanggrahan, Kab. Tangerang shows that to meet the educational needs of their children, they utilize the resources they have and carry out planned goals, so that the actions they take have strategies to achieve target suitability. To determine the strategy, they need cultural capital as an intellectual ability to run, manage, and think about plans to provide for the household and fulfill their children's educational needs. The method used by single-parent women in Pasanggrahan Village is by opening a business and utilizing their resource assets as material capital which is then processed with their cultural capital.

Single-parent women in Pasanggrahan Village also have a strategy on how to manage household funds. By separating which ones are most needed for primary needs to which ones are only used for secondary and tertiary needs. This fund management is also used to make it easier for single-parent women to calculate the targets that must be achieved. In addition, to fulfill children's education, the strategy used by single-parent women is to save since they were still with their husbands (Priminingtyas, 2007). Then for the strategy after becoming a single parent, namely by doing part-time jobs in the form of washing neighbors' clothes, helping friends trade, keeping shops to selling household goods with a credit system. Then the results obtained are used as long-term investment material to send children to school according to the desired level.

Single parents, especially women who experience divorce, in fulfilling economic needs will look for any job so that their daily needs are met (Anggraini & Mardhiah, 2023). Some women who have worked before the divorce will be accustomed to making ends meet, while women who have not worked and do not have special skills or higher education will do jobs such as washing laborers, housemaids, farm laborers, or street sellers (Nurfitri & Waringah, 2018). Divorces that occur in society are not only in urban areas but also in rural areas.

The ability of single-parent women to carry out domestic and public roles simultaneously is called a double burden. Dual roles are considered unbalanced in gender relations in the household (Intan, 2014). This is because the burden is borne more by women. However, if in a family with intact members, the husband and wife can divide labor. It is different if there is no husband, then the burden of the role of father and mother must be borne by singleparent women. The way single-parent women divide their time when doing housework as mothers and fathers is trying to carry out family functions, in the form of affective functions, economic functions, protection functions, socialization functions, and others (Angin, 2019). Meanwhile, the public role that is carried out is not too burdensome for single-parent women because they open a business at their residence so that supervision and care of children are easier to do.

Single-parent women in Pasanggrahan Village have the main role as the head of the household as well as the main breadwinner for the family and their children. The economic function that must be fulfilled by women as single parents is the main center in the family because it is a supporter of survival and supports the needs of a family's life. With a fulfilled and sufficient economic situation, they can provide and fulfill their children's educational needs. High and low income greatly affects family life, the lower their income, the more difficult it will be to meet daily needs, and to get access to education is difficult, while on the contrary, if their income is high, all family needs will be easy to fulfill. The strategies used by single-parent women in overcoming the problems they face include finding additional money by selling pulses, opening a small shop in the village, and also working in a building shop so that they can build a house.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implications

The implications of this study highlight the importance of understanding the strategies employed by single-parent women in meeting their children's educational needs, which is crucial for developing effective policies and support programs. The research provides insights into how single mothers manage financial and social limitations to ensure their children's educational continuity, emphasizing the importance of careful financial management by distinguishing between primary, secondary, and tertiary needs.

4.2 Research Contributions

The contribution of this study provides valuable insights into the strategies employed by single-parent women in meeting their children's educational needs, particularly in the face of limited economic resources. This research contributes to the understanding of the economic coping mechanisms used by single mothers and how they manage resources effectively to ensure their children's educational continuity.

5. LIMITATIONS AND FUTURE RESEARCH DI-RECTIONS

5.1 Research Limitatations

The limitations of this study include its focus on a specific geographical area, Pasanggrahan Village, Tangerang Regency, which may not fully represent the experiences of single-parent women in other regions with different socioeconomic and cultural contexts. Additionally, the study relied on a small sample of informants, which may limit the generalizability of the findings. The research also primarily employed qualitative methods, which, while providing rich insights, may not capture the full range of strategies used by single-parent women across a larger population.

5.2 Recommendation for Future Research

For future research, it is recommended to expand the study by including a larger and more diverse sample across different geographical areas to better capture the varied experiences of single-parent women in meeting their children's educational needs. Conducting quantitative research alongside qualitative methods could also provide a more comprehensive understanding of the strategies employed by single-parent women and the effectiveness of these strategies in different socioeconomic contexts.

6. CONCLUSION

Single-parent women face the complex task of fulfilling their children's needs, including their educational expenses, after the loss of their husband. With more dependents and multiple roles to play, these women must navigate both domestic and public responsibilities. The burden of providing food, shelter, and ensuring the education of their children can be overwhelming. The educational needs, such as school fees, stationery, uniforms, and books, require careful financial planning and sacrifice. In response, many single-parent women engage in entrepreneurial activities, such as starting businesses, to supplement household income. These rational decisions stem from the need to balance resources with the demands of raising children alone.

The study reveals that single-parent women in Pasanggrahan Village develop strategies to manage household finances effectively. They prioritize their spending by distinguishing between primary, secondary, and tertiary needs. This method helps them organize their finances and ensures that the most urgent needs, such as children's education, are met first. This approach allows them to track their financial goals and achieve a more manageable household budget. The separation of needs and goals contributes to a sense of control over their financial situation, even amidst the challenges they face as sole providers.

In addition to budgeting, single-parent women often rely on long-term strategies to meet their children's educational goals. Many of them start saving during their marriages, setting aside funds for future educational expenses. After their husband's death, their strategies evolve, incorporating various side jobs such as washing clothes for neighbors, assisting in trading activities, running small shops, and selling household goods on credit. The income generated from these activities is invested in the long-term goal of sending their children to school and ensuring they receive the education they need to succeed. This combination of savings and entrepreneurial ventures reflects the adaptability and resourcefulness of single-parent women in securing their children's future.

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Author Contribution Statement

All data submitted by the researcher concerning the results and discussion of the research can be held responsible, both for its authenticity and the truth of the data that the author presents in this article. All data that the author presents in the article is presented through the data verification process.

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Conflict of Interest Statement

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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