

Cognitive Therapy as a Psychoeducational Approach in Supporting the Role of Sailor Mothers in Children's Education


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| ARTICLE INFO | ABSTRACT |
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| <p>Article history Received May 22, 2025 Revised Dec 15, 2025 Accepted Dec 19, 2025</p> <p>Keywords Cognitive therapy; Anxiety; Child education; Psychological well-being</p> | <p>This study analyzes the effectiveness of cognitive therapy in reducing anxiety of sailor's wives and its impact on their involvement in children's education. Anxiety due to separation from husband can hinder the mother's role in supporting the child's learning process at home. Using a quasi-experimental design with pre-test and post-test, this study involved 100 sailor's wives who were divided into experimental and control groups. Cognitive therapy interventions included identification of negative thought patterns, cognitive restructuring, and relaxation techniques for four weeks. The results showed that cognitive therapy significantly reduced anxiety ($p < 0.01$), with anxiety scores in the experimental group decreasing from severe to mild. This decrease in anxiety increased the mother's role in children's education, such as assisting in learning, building more positive communication, and creating a home environment that is conducive to children's academic and emotional development. In conclusion, cognitive therapy not only helps overcome anxiety of sailor's wives but also strengthens their role in children's education. Therefore, this approach can be integrated into psychological support programs for sailor's families.</p> <p>This is an open access article under the CC-BY license.</p>  |

I. Introduction

Family education plays a fundamental role in shaping children's cognitive, emotional, and social development (Meng et al., 2023). As the primary educator at home, the mother's role greatly determines the quality of the child's learning experience before entering formal education (Galili, 2020). However, in seafaring families, prolonged separation between husband and wife poses challenges, especially for mothers who must serve as both caregivers and primary educators for their children (Thomas et al., 2003). The anxiety experienced by seafarers' wives due to psychological pressure from this condition can hinder their involvement in accompanying their children's learning process, both in providing academic guidance, instilling moral values, and creating an environment conducive to the child's intellectual and emotional development (National Institute for Health Excellence and Care, 2013).

Several studies have shown that high levels of anxiety in parents, especially mothers, can hurt their involvement in their children's education. (Carroll & Iles, 2006; Greenberger & Padesky, 2015) emphasised that mothers who experience excessive anxiety tend to have difficulty providing optimal academic support for their children. Children who grow up in a family environment with high

levels of anxiety often have difficulty concentrating, face greater academic stress, and are less confident in completing schoolwork (Antoni et al., 2000; Dudek et al., 2018). Therefore, maintaining mothers' psychological well-being is a key factor in supporting children's educational success, especially in families facing unique challenges, such as seafaring families (Alsa et al., 2021; Armsden & Greenberg, 1987).

Cognitive therapy is one approach that has been proven effective in helping individuals manage anxiety and improve psychological well-being (Fava & Tomba, 2009; MacLeod & Luzon, 2014). In family education, this intervention can be an essential strategy in helping sailor wives reduce their anxiety, allowing them to focus more on accompanying their children in the learning process. However, research that specifically examines the relationship between sailor wives' anxiety and the effectiveness of children's education at home is still limited. Most studies focus more on the psychological impact of anxiety in general without linking it to the mother's role as the primary educator in the family.

This study aims to explore the effectiveness of cognitive therapy in reducing the anxiety of sailors' wives and its impact on their role in educating children at home.

Family education is the foundation for building children's character, intelligence, and emotional well-being (Syakhrani & Aslan, 2024; Tabroni et al., 2022). However, prolonged separation between husband and wife in sailor families can lead to anxiety, which affects the involvement of mothers in childcare and learning (Aducci et al., 2011). By understanding the relationship between maternal psychological well-being and family education, this study seeks to use cognitive therapy to improve sailors' wives' psychological well-being, enabling them to be more active and effective in supporting their children's academic development. The results of this study are expected to contribute to the development of psychological intervention programs that not only focus on mental health but also strengthen mothers' roles as educators at home. Furthermore, these findings can serve as a basis for developing inclusive family education policies responsive to the needs of vulnerable groups such as sailors' wives, thereby fostering a more stable learning environment for their children.

Previous research has highlighted the role of cognitive therapy in addressing anxiety in various population groups, including students, workers, and other vulnerable groups. Froggatt (2006) emphasised that cognitive therapy is effective in changing negative thought patterns that trigger anxiety. At the same time, research by Greenberger and Padesky (2015) showed that cognitive restructuring techniques in this therapy can help individuals achieve better emotional balance. In the context of education, Carroll and Iles (2006) found that parental anxiety can impact their involvement in their children's education and directly affect children's academic achievement and social development.

However, there is still limited research that specifically discusses the relationship between the anxiety of sailors' wives and the effectiveness of children's education at home. Most studies focus more on the psychological impact of anxiety on individuals without directly linking it to the role of mothers as the primary educators in the family. In fact, in the family environment, parental involvement, especially mothers', has a significant impact on children's cognitive, emotional, and social development (Behrendt et al., 2019). When a mother experiences excessive anxiety, her ability to support her child's learning, both in academic aspects and in building a conducive home environment, can be disrupted (Jang & Lee, 2021).

Although many studies have examined anxiety in various population groups, there is little research that specifically examines the anxiety of sailors' wives and its impact on children's education at home. Most studies focus more on the effects of anxiety on the psychological well-being of individuals without directly linking it to the role of mothers as primary educators in the family. The anxiety experienced by mothers can have a significant impact on their involvement in assisting children in learning,

building effective communication, and creating a home environment that supports children's academic and emotional development.

In addition, there are not many studies that explore cognitive therapy-based interventions to help seafarers' wives manage their anxiety so that they can be more active in their children's education. Most of the interventions that have been studied focus more on the clinical aspects of anxiety management without looking at how reducing anxiety can improve the effectiveness of education in the family. Therefore, this study aims to fill this gap by assessing how cognitive therapy helps seafarers' wives overcome anxiety and increase their involvement in their children's education. By highlighting the relationship between maternal psychological well-being and the effectiveness of home education, this study is expected to provide a basis for developing intervention strategies that integrate psychological approaches with family education practices. This is important to ensure seafarers' children receive optimal academic and emotional support, even in challenging family conditions.

This study contributes to exploring how cognitive therapy not only reduces anxiety in sailors' wives but also increases their involvement in their children's education. Unlike previous studies that focused on clinical aspects, this study highlights the role of mothers' psychological well-being in supporting children's learning at home. Mothers can better accompany their children, provide academic guidance, and create a conducive learning environment by reducing anxiety. The results of this study can serve as a basis for the development of education-based intervention programs that help mothers manage stress while strengthening their role as primary educators in the family.

This study aims to explore the effectiveness of cognitive therapy in reducing the anxiety of sailors' wives and its impact on their involvement in children's education at home. Specifically, this study measures the level of anxiety before and after the cognitive therapy intervention. It analyzes how the decrease in mothers' anxiety contributes to their increased role in accompanying their children to study, providing academic support, and creating a family environment conducive to children's cognitive and emotional development.

In addition, this study aims to provide research-based recommendations for educational and psychological practitioners in designing intervention programs that integrate cognitive therapy approaches with family education strategies. Thus, the results of this study are expected to serve as a basis for developing policies and support programs for seafarer families to ensure that their children continue to receive optimal education even under challenging family conditions.

II. Method

Research Design

This study used a quasi-experimental approach with a pre-test and post-test design on the experimental and control groups to measure the effectiveness of cognitive therapy in reducing the anxiety of sailors' wives and its impact on their involvement in children's education. In addition to measuring changes in anxiety levels, this study also examined how cognitive therapy affects mothers' participation in helping children learn, providing academic guidance, and creating a home environment that supports children's cognitive and emotional development. And Testing was also carried out via interviews and anxiety-reduction testing using the HARS scale.

A. Population and Sample

The population in this study was sailors' wives with children in elementary or middle school. A purposive sampling technique was used to select 100 respondents who met the inclusion criteria, namely: (1) aged 25–45 years, (2) having children who were undergoing formal education, (3) experiencing anxiety with a score of ≥ 14 on the Hamilton Anxiety Rating Scale (HARS), and (4) willing to undergo therapy and evaluation related to their involvement in children's education. The sample was divided into an experimental group ($n=50$) who received cognitive therapy and a control group ($n=50$) who did not receive therapy. To reduce potential bias, the sample was selected to be homogeneous in basic characteristics, such as education level and experience with anxiety.

B. Research Instruments

Several instruments were used in this study to measure the effectiveness of cognitive therapy on anxiety and maternal involvement in children's education. The complete sampling procedure using two control groups, one given therapy and one not, from the two groups, we will see the difference between those who experience anxiety and those who do not. The Hamilton Anxiety Rating Scale (HARS) was used to assess anxiety levels before and after treatment, allowing changes after the intervention to be identified (Bruss et al., 1994; Chrisnawati & Aldino, 2019). In addition, this study also used the Parental Involvement Scale in Children's Education, which was developed based on the Epstein model (2001), to measure the extent to which mothers play a role in supporting children's learning at home, including assisting in learning, providing academic guidance, and creating an environment conducive to children's cognitive and emotional development. In addition, the Observation Checklist was used to assess changes in maternal behaviour in supporting children's education before and after therapy, including the frequency of communication with children about school, involvement in schoolwork, and the creation of a conducive learning atmosphere at home (Hoifodt et al., 2020). The two groups used semi-structured interviews, using a list of questions that had

been provided, to explore mothers' subjective experiences in dealing with anxiety and how cognitive therapy helped them focus more on supporting their children's education.

C. Research Procedures

Before the intervention, all respondents underwent a pre-test to measure their anxiety levels and involvement in their children's education using a predetermined instrument. Next, the experimental group underwent a 4-week cognitive therapy intervention comprising four gradual sessions. The first session focused on identifying negative thought patterns that could hinder mothers' involvement in their children's education. The second session focused on cognitive restructuring, aimed at helping mothers change their thinking to be more adaptive and better support their children's learning. The third session included training in relaxation techniques and stress management to help mothers increase their focus and calmness when accompanying their children to study. The fourth session evaluated the therapy's effectiveness and further strategies to maintain mothers' involvement in their children's education. After the treatment was completed, a post-test was conducted to re-measure mothers' anxiety levels and involvement to determine the changes that occurred after the intervention.

D. Data Analysis Techniques

Data analysis in this study was conducted through quantitative and qualitative approaches. Quantitative analysis used the Wilcoxon Signed-Rank Test to see the differences in the level of anxiety and maternal involvement in children's education before and after therapy in the experimental group. In addition, the Mann-Whitney Test was used to compare the experimental and control groups after the intervention to assess cognitive therapy's effectiveness more objectively. Meanwhile, qualitative analysis of interview data used content analysis to identify changes in mothers' mindsets and behaviours regarding their involvement in children's education. The results of the observations were also categorized by the level of change in assisting children with learning, increasing positive communication between mothers and children, and creating a more conducive learning environment at home. This combined approach aims to provide a deeper understanding of the relationships among cognitive therapy, maternal psychological well-being, and the effectiveness of family education.

E. Long Term Evaluation Follow-Up

To ensure the therapy's long-term effects, an evaluation was conducted three months after the intervention through follow-up interviews and re-measurement of maternal involvement in the child's learning process at home. This aims to determine whether positive changes persist or regress. With this more detailed methodology, the study is expected to yield more valid results on the relationship between maternal psychological well-being and child

education, as well as on the effectiveness of cognitive therapy in supporting education within the family.

III. Results and Discussion

A. Changes in Anxiety Levels and Their Impact on Children's Education

This study aims to analyze the effectiveness of cognitive therapy in reducing sailors' wives' and how this decrease in anxiety increases their involvement in children's education, and how anxiety, cognitive influences individual perception, depending on the extent to which people process the information they receive (Stenberg, 2008). The results showed that after undergoing cognitive therapy for four weeks, there was a significant decrease in anxiety in the experimental group, while the control group did not experience significant changes. This decrease in anxiety has a direct impact on increasing maternal involvement in supporting children's learning processes at home.

B. Distribution of Anxiety Scores Before and After Therapy

The following is the distribution of anxiety categories based on the pre-test and post-test results for both groups:

Table 1. Distribution of Anxiety Scores Before and After Therapy

| Anxiety Category | Experimental Group (Before Therapy) | Experimental Group (After Therapy) | Control Group (Before Therapy) | Control Group (After Therapy) |
|------------------|-------------------------------------|------------------------------------|--------------------------------|-------------------------------|
| Mild | 5% | 60% | 10% | 15% |
| Moderate | 50% | 30% | 55% | 50% |
| Severe | 45% | 10% | 35% | 35% |

Table 1 shows that the number of respondents with severe anxiety in the experimental group decreased drastically from 45% to 10%. In contrast, the percentage of respondents with mild anxiety increased from 5% to 60%. In the control group, the changes that occurred were not significant.

The following HARS score of anxiety, the Role of Sailor Mothers, is as follows:

Table 2. Decreases HARS score

| Tab.1 thought s (-) Session | Negative Thinking | | | | Level Trust | Negative Behaviour | | | |
|-----------------------------|--------------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------|----------------------------------|-------------|--------------------------------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------|
| | Reaction 1 | Reaction 2 | Reaction 3 | Reaction 4 | | Reaction 1 | Reaction 2 | Reaction 3 | Reaction 4 |
| 1 | Unexpected things will happen, mistakes in thinking, irrational | Thinking badly of others, oneself is not perfect | Thinking badly of others, unable to solve problems | Disappointment, no future, worry | 50-65% | Close yourself, keep your distance from other people, be silent when spoken to | Worried when husband sails, repetitive behavior | No care about other people, keep your distance from other people | Refuses to take part in activities, anxious when she doesn't hear from her husband |
| 2 | Repeating the same mistakes, thinking other people will reject you | Start thinking about the positive side of yourself | Relationships with friends, activities together | Get closer to God | 65-70% | Organize the conversation, there is a response from the communication | Repetitive behavior | Having a relationship, not limiting relationships | Participate in activities in the flat |
| 3 | Start change thinking (-) | Start change thinking (-) | Start change thinking (-) | Start change thinking (-) | 75% | Nothing | Nothing | Silent | Nothing |
| 4 | Receive advice | Care about | Care about other people | Care about environment | 80% | Capable to suppress the | Increase positive activities | Increase positive activities | Get involved with |

| Tab.1 thought s (-) Session | Negative Thinking | | | Level Trust | Negative Behaviour | | | | |
|--------------------------------------|-------------------|------------------|-----------------|----------------|-----------------------|------------------------|-----------------|----------------------|-----------------|
| | from others | other people | | | | anxiety that arises | | social activities | |
| 5 | thinking (+) | thinkin g (+) | thinking (+) | Thinking (+) | Decrease d anxiety | Behavior (+) | Behavior (+) | Behavior (+) | Behavior (+) |

Table 2 shows that respondents with higher levels of trust have lower anxiety than those with lower levels. The Role of Sailor Mothers.

C. Changes in Mean Anxiety Scores and Their Impact on Children's Educational Engagement

In addition to the distribution of anxiety categories, changes in mean scores were also analyzed to see the impact of maternal involvement in children's education:

Table 3. Changes in Average Anxiety Scores and Their Impact on Parental Involvement in Children's Education

| Group | Pre-Test (Mean ± SD) | Post-Test (Mean ± SD) | Reduction (%) |
|--------------|----------------------------|-----------------------------|--------------------|
| Experimental | 29.5 ± 4.2 | 18.3 ± 3.8 | 38% |
| Control | 28.9 ± 4.5 | 27.5 ± 4.3 | Not significant |

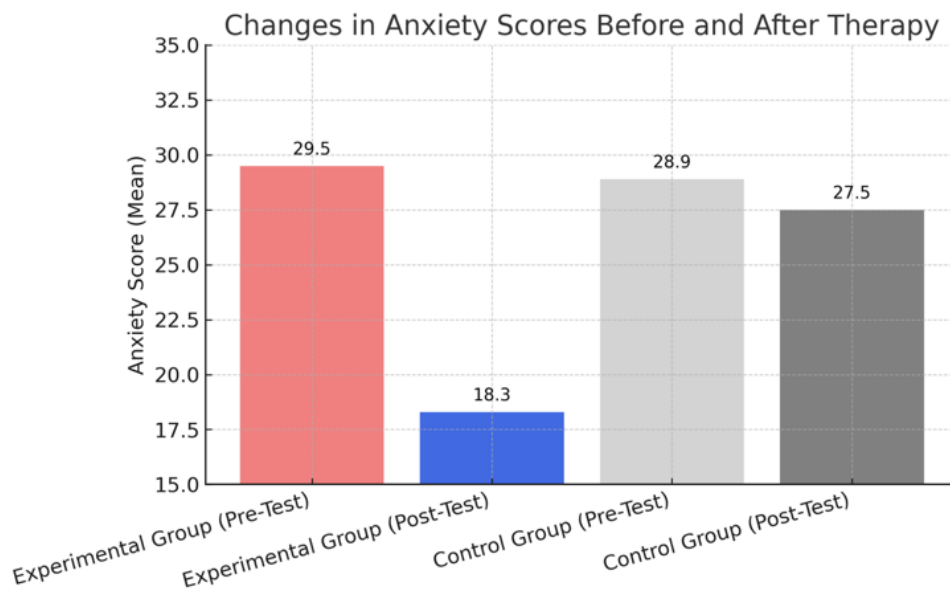


Fig. 1. Graph of changes in anxiety scores before and after therapy

These results show that after cognitive therapy, mothers can better manage their anxiety and are more focused on accompanying their children in learning, improving communication with them, and creating a home atmosphere more conducive to their children's academic development.

D. Changes in Mothers' Involvement in Children's Education

In addition to quantitative analysis related to anxiety, this study also observed maternal involvement in children's education before and after cognitive therapy intervention using the Parental Involvement in Children's Education Scale (Epstein, 2001). The following are the changes identified:

Table 4. Changes in Mothers' Involvement in Children's Education

| Aspect of Involvement | Before Therapy (%) | After Therapy (%) | Change |
|-------------------------------------------|--------------------|-------------------|--------|
| Assisting children with learning | 35% | 75% | +40% |
| Communicating about school | 45% | 80% | +35% |
| Creating a conducive learning environment | 30% | 70% | +40% |

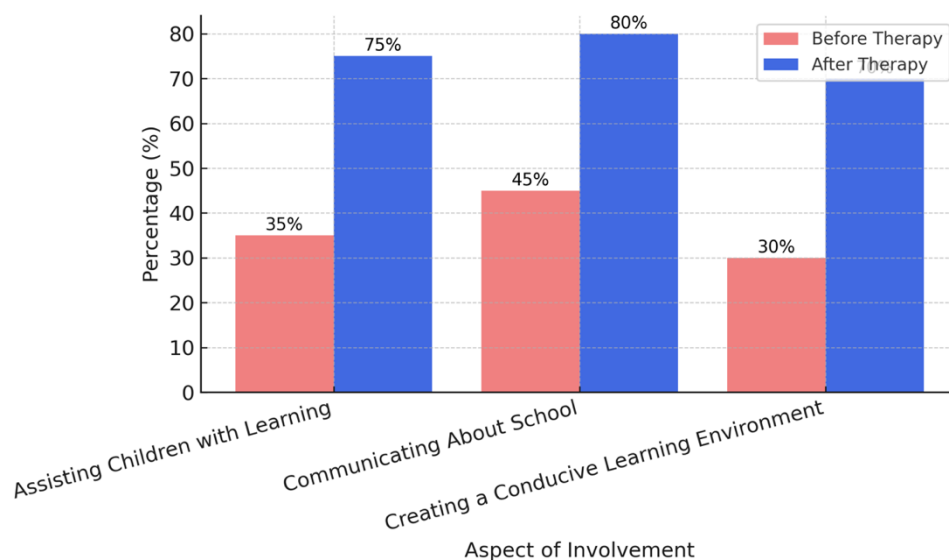


Fig. 2. Changes in Mothers' Involvement in Children's Education

After undergoing therapy, mothers are more active in helping their children with schoolwork, providing time to discuss lessons, and creating a home atmosphere that supports learning.

E. Statistical Analysis and Significance of Differences

To ensure that the increase in maternal involvement in children's education after therapy was not just a coincidence, a statistical analysis was conducted that showed significant results. The Wilcoxon Signed-Rank Test showed a substantial difference between the levels of anxiety and involvement in children's education before and after therapy in the experimental group ($p < 0.001$). In addition, the Mann-Whitney Test comparing the experimental and control groups showed that cognitive therapy significantly increased maternal involvement in children's education ($p < 0.01$). These results strengthen the finding that maternal psychological well-being plays a significant role in supporting children's education, as calmer, more emotionally stable mothers are better able to accompany their children's learning. Thus, cognitive therapy can effectively increase maternal involvement in supporting children's academic achievement and overall development.

F. The Impact of Cognitive Therapy on Changing Parenting and Child Education Patterns

The results of interviews and observations showed that mothers who experienced decreased anxiety after therapy were better able to provide emotional and academic support to their children. Some of the main changes found in this study include increased patience and support from mothers in accompanying children to study, which was previously disrupted by high levels of anxiety and caused stress when helping children with assignments. In addition, communication between mothers and children improved, with children feeling more comfortable asking questions and discussing lessons without fear of being

scolded. The home environment also became more conducive to learning, with reduced conflict and a calmer atmosphere, thus increasing children's academic focus.

To assess whether the effects of therapy were sustained in the long term, the study conducted a three-month follow-up after the intervention. The results showed that 80% of mothers maintained lower levels of anxiety and high levels of engagement in their children's education. However, 20% experienced a slight increase in anxiety again, suggesting that some mothers may need additional therapy sessions or continued psychological support to maintain the gains achieved. These findings underscore the importance of ongoing interventions for mothers, especially in communities facing psychosocial challenges, such as seafaring families, to ensure their role in their children's education remains optimal.

G. Implications for Children's Education in Seafarer Families.

The results of this study indicate that cognitive therapy effectively reduces the anxiety of sailor wives and significantly increases their involvement in children's education. Therefore, cognitive therapy-based interventions can be integrated into psychological guidance programs for sailor families to ensure their children receive optimal academic support despite challenging family conditions.

H. The Effectiveness of Cognitive Therapy in Reducing Anxiety and Its Impact on Children's Education

The study results showed that cognitive therapy significantly reduced sailors' wives' anxiety, ultimately positively affecting their involvement in their children's education at home. This finding aligns with research by Froggatt (2006), Greenberger and Padesky (2015), which confirmed that cognitive restructuring can help individuals overcome negative thought patterns and improve emotional well-being. In education, research by Carroll

and Iles (2006) highlighted that parental anxiety can affect their involvement in accompanying children to study, directly impacting children's academic achievement and emotional well-being.

With reduced anxiety, sailors' wives became more patient, focused, and able to provide better academic guidance to their children. This is evident from their increased involvement in their children's education, including helping them with schoolwork, motivating them to study, and creating a home environment conducive to learning.

I. Parental Involvement as Primary Educators in the Family

The findings of this study reinforce the concept that parents, especially mothers, play a significant role in children's education, especially in the family environment of sailors, where separation from husbands can increase parenting challenges. Epstein (2001) suggested that parental involvement in children's education encompasses several dimensions, including communication, academic guidance, and the creation of a supportive learning environment. This study shows that reducing maternal anxiety can make them more active in these roles. Before the intervention, mothers with high levels of anxiety often had difficulty providing academic guidance and supporting their children's social development. After cognitive therapy, there was increased communication between mothers and children about school, more time spent helping with assignments, and greater involvement in learning activities at home.

J. The Relationship between Maternal Psychological Well-being and Children's Academic Achievement

A psychologically healthy family environment plays a significant role in supporting children's academic achievement (Barnett et al., 2001). Children who grow up in families with high levels of stress and anxiety often have difficulty concentrating, greater academic stress, and less confidence in completing schoolwork (Carroll & Iles, 2006). In contrast, mothers with good psychological well-being can create a more stable and supportive environment for their children. After cognitive therapy, mothers were better able to provide the emotional support their children needed in learning, leading to increased motivation to learn and engagement in schoolwork. Interviews with mothers who had undergone therapy also revealed that they felt more confident in assisting their children in learning, which was previously difficult because of anxiety that interfered with their focus.

K. Factors Influencing the Effectiveness of Interventions in Educational Contexts

The study showed that several external factors influenced the success of cognitive therapy in increasing maternal involvement in children's education. Social support is one of the main factors. Mothers who receive support from their families and the surrounding

environment tend to experience a greater increase in involvement in their children's education than those with low social support. In addition, the frequency of communication with their husbands also plays an important role: sailor wives with more frequent access show lower levels of anxiety and are better able to fulfil educational roles in the family. Another factor that influences this is the mother's education level, where mothers with higher education are quicker to adopt cognitive therapy techniques and can apply them effectively in their parenting and children's education. These three factors show that adequate social and educational support also increases maternal involvement in children's academic development, alongside psychological interventions. Social support will align with the sailor mother's emotional stability and will be integrated into the cognitive therapy being carried out, namely, to reduce anxiety. Other factors besides communication include family social support, which can help the sailor mother minimize anxiety.

L. Implications of Research Results for Family Education and Education Policy

These findings have important implications for the development of family education-based intervention programs. Schools and educational institutions can support parents experiencing anxiety by providing parenting programs that teach stress management strategies and effective learning support techniques. In addition, governments and community organizations can develop psychological counselling programs specifically for seafaring families to ensure that their children continue to receive quality education despite facing psychosocial challenges. In addition to academic contributions, this study also highlights the need to integrate psychological support and family education to create an optimal learning environment for children. Thus, cognitive therapy-based interventions are beneficial for maternal well-being and have a long-term impact on the quality of children's education.

Limitations and Recommendations for Further Research Although this study demonstrated a strong relationship between cognitive therapy and increased maternal involvement in children's education, several limitations must be considered. The sample size is a significant limitation, as the study included only 100 sailor wives from a specific community, limiting generalizability to the broader population. In addition, the duration of the intervention, which lasted only four weeks, did not allow for evaluation of the long-term impact of the therapy on maternal involvement in children's education. The measurement method was also a challenge, as some data were collected through respondents' subjective reports, which could be influenced by personal bias. For further research, cooperation with various agencies such as maternal and child health agencies, family mental health service agencies, women's empowerment and maternal

and child protection, etc., is recommended to use a longitudinal design with a larger, more diverse sample to provide a more comprehensive picture of the long-term impact of therapy. In addition, combining more objective measurement methods, such as pre- and post-intervention academic evaluations, can enhance the validity of the research results. Further research can explore additional interventions, such as psychology-based parenting skills training or educational mentoring programs for seafarer families, to provide more holistic support in overcoming their psychological and academic challenges.

IV. Conclusion

This study proves that cognitive therapy is effective in reducing the anxiety levels of sailors' wives, which directly contributes to increasing their involvement in their children's education at home. With reduced anxiety, mothers become more able to accompany their children in the learning process, provide academic guidance, and create a home environment conducive to children's cognitive and emotional development. The results of this study confirm that maternal psychological well-being is an essential factor in children's educational success, especially in families facing psychosocial challenges, such as sailor families. In addition, this study shows that maternal involvement in children's education increased significantly after cognitive therapy, including accompanying children to study, fostering more positive communication, and providing an environment that supports academic achievement. Factors such as social support, level of communication with husbands, and the mother's education level also influence the effectiveness of therapy and its role in children's education. The implications of this study highlight the importance of integrating psychological interventions with family education programs. Schools and educational institutions can work with psychologists to develop guidance programs that help parents manage stress and anxiety and provide concrete strategies to support children's learning at home. In addition, governments and community organizations can consider policies that provide psychosocial support for seafarers' families to ensure that their children continue to receive quality education. Although this study has shown a positive relationship between cognitive therapy and increased parental involvement in children's education, it still has limitations, including a small sample size and a relatively short intervention duration. Therefore, further research is recommended to use a longitudinal approach and more objective evaluation methods to assess the long-term impact of therapy on children's education in seafarers' families. With the implementation of broader, more sustainable intervention strategies, it is hoped that the psychological well-being of seafarers' wives can be improved, enabling them to play a more optimal role in supporting their children's education.

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