



Father's Perceptions in the Emotional Development of Early Childhood in the District Penajam, East Kalimantan

Nella Aprilia Carolina^{1*}, Fachrul Rozie², Malpaleni Satriana³, Fitri Anjarwati⁴

Mulawarman University, Indonesia

Correspondence: E-mail: aprilianella97@gmail.com

ABSTRACT

This study aims to examine the role of fathers in emotional development of early childhood in Penajam Regency, East Kalimantan. The method used was a quantitative approach with purposive sampling, involving 100 respondents from three selected kindergartens. Data collected through questionnaire that has been validated and tested its reliability using SPSS, then analyzed with converting qualitative data to form quantitative. The results show that father's involvement in various aspect like use up time together children (94.67%), support emotional and social (88.3%), and support connection social (95.84%) is classified as very appropriate. This reflects that fathers have high and positive perception to involvement they in development emotional child. This result caused by increasing fathers' awareness of importance presence they in growth emotional child. In conclusion, fathers play a very important role in shaping emotional stability, self-confidence, and social skills in early childhood. The impact of father involvement strengthens emotional bonds within the family and supports healthy emotional and social development in children. The results of the study show that the role of fathers is very important in the emotional development of children at an early age, especially for children who are in the process of growing up and need a father figure that children can see so that children can feel the presence of a father figure in their lives. Thus, this study can serve as a reference for fathers in developing emotional aspects in the early stages.

© 2025 Universitas Pendidikan Indonesia

ARTICLE INFO

Article History:

Submitted/Received 14 Aug 2025

First Revised 15 Sep 2025

Accepted 26 Oct 2025

First Available online 29 Nov 2025

Publication Date 01 Nov 2025

Keyword:

Early childhood emotions,
Father's role,
Kindergarten,
Parental involvement,
Parenting.

1. INTRODUCTION

Emotional development in early childhood is strongly influenced by parental involvement, particularly the father's role, which has often been overlooked in early childhood studies. The role of the father is similarly limited as seeker livelihood, in addition this also includes emotional aspect such as providing love, attention, and support that can shape emotional stability in children. At the early age, a child currently is at in phase important for study recognize, manage, and express his emotions, so that active father involvement is very influential in form trust self and ability child for interact in a social way.

There has not been much research discussing the role of fathers who work as sharpeners at the site. This research take location in the District Penajam, East Kalimantan, as room scope for see how pattern paternal care is implemented in context social and cultural public local, as well as how its influence to children emotion development in the area. One important aspect of early childhood development is social-emotional. Prosocial behavior is a fundamental component of achieving social-emotional development in early childhood education, particularly in kindergarten (Drupadi, 2020). As the leader and protector of the family, a father's presence has a significant influence on the emotional and social development of his children (Azura et al., 2024).

The reality is that we often find families where one of the parents is not present. This situation can be called a single parent family. A single parent is a family consisting of a single parent, either father or mother, as a result of divorce, death and other reasons. Single parenthood can occur when a child is born without a legal marriage bond and his or her care becomes less of a responsibility. The task of being a parent, especially for a mother, will become even more difficult if you become a single parent. Everyone never hopes to be a single parent, a complete family is definitely everyone's dream, but there are times when fate has other plans (Arsanti, 2024). The education given by the father includes religious, social and moral education which will form the character of the child. The father was present in children life moreover give love affection and protection, in addition being example in teach positive life values (Zuhda, 2024).

However, many children grow without their father's presence, mainly because physical and emotional reasons. This phenomenon, which is often called with development psychological and emotional child. The presence of a father who is not there is in the term "fatherless" can give big influence in early age life, which can influence confidence, sense of security, and social ability of child in interact with other people (Romadhona & Kuswanto, 2024). Children who grow up in family without father's presence is often difficult in forming strong identity and feeling not enough valued or loved. Effect father's absence is moreover impact on aspects emotional, but also affects their development process. Children's early age education has important role in guiding, stimulating, and training children to have ability as well as good skills (Azura et al., 2024). The role of parents in emotional and social development in early childhood begins in infancy and continues into adulthood, allowing children to become familiar with a wider environment (Yuliandari & Suryana, 2022).

The role of the family in controlling behavior emotional in children aged 5-6 years, concludes that family owns important role in the emotional behavior control of the children, parents ways in express emotion as well as handle emotion child will influence child in interact with the environment (Hasiana, 2020). There is little research on how a father's involvement in a child's life influences the father's behavior. Literature scarcity in the field is very unfortunate because structured father role is correlated with positive behavior and good

child. Previous studies have provided limited discussion on the emotional role of fathers in early childhood parenting. Most existing research has mainly focused on mothers' involvement, while fathers' emotional contributions remain underexplored. This indicates a research gap in understanding how fathers' emotions influence children's emotional development, especially in local contexts such as the District Penajam. Therefore, this study is essential to describe and analyze how fathers contribute to the emotional development of early childhood and to identify the forms of their involvement in parenting within this area.

2. METHODS

This study uses a quantitative approach, with sample selection carried out using purposive sampling in three kindergartens (TK) located in Penajam District. The research was conducted at Handayani kindergarten, Al-Mujahidin Islamic kindergarten, and Yaris kindergarten, representing fathers who have children in early childhood in North Penajam Paser District. These three kindergartens were chosen purposively because they reflect the diversity of early childhood institutions in the region (public, private Islamic, and community-based). This selection aimed to capture variations in socio-economic and cultural backgrounds of parents, thereby strengthening the representativeness of the sample. The total research sample consisted of 100 respondents, specifically registered parents from the three kindergartens.

Instrument validation was carried out using the Pearson product moment method, where the instrument is considered valid if the calculated *r*-value (*r*-count) is greater than the critical *r*-value (*r*-table) at a 5% significance level. The instrument is considered reliable if the Cronbach's Alpha value is greater than 0.60. Data for this study were collected through a questionnaire that was modified by the researcher with assistance from expert lecturers at Mulawarman University, and tested for validity and reliability using SPSS software.

Table 1 presents the instrument grid used in this study, detailing the aspects of father involvement and the corresponding item numbers. The instrument was arranged based on several aspects of father involvement, as shown in **Table 1**. The data analysis technique used was a qualitative-to-quantitative transformation method (see **Table 2**), with percentage-based interpretation criteria referring to the standards established (see **Table 3**). The qualitative-to-quantitative conversion was applied to transform respondents' judgments into measurable numerical data. This approach was chosen to combine the depth of qualitative insights with the rigor of quantitative analysis, thus enabling systematic statistical testing and more reliable findings enrolled in early childhood education. Furthermore, by involving different types of kindergartens and parental backgrounds, the study sought to enhance the generalizability of the findings to similar educational contexts within the district. The research process was conducted in accordance with the procedures outlined in **Figure 1**.

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Size Percentage

N = Total Scores Obtained from All Items

F = Total All Items

Tabel 1. Instrument Grid

No.	Aspect	Question Number	Number of Items
1.	Involvement and time together child	1,2,3	3
2.	Support emotional and social child	4,5,6,7,8,9,10,11,12	9
3.	Strengthening trust self and independence	13,14	2
4.	Involvement in education child	15,16	2
5.	Planting values and formation environment	17,18,19,20	4
6.	Support to relation social child	21,22,23,24,25	5

Table 2. Questionnaire Scoring Criteria

Category	Score
Strongly agree	5
Agree	4
Quite Agree	3
Don't agree	2
Absolutely Not Agree	1

Table 3. Criteria Interpretation

No	Percentage (%)	Achievement Level
1	87-100	Very Worthy
2	60-87	Worthy
3	41-59	Quite Decent
4	12-40	Not feasible
5	<12	Totally Unworthy



Figure 1. Flow Diagram

3. RESULTS AND DISCUSSION

Following from results of 100 parent respondents (fathers) taken from 3 Kindergartens (TK) in Waru District presented in based on aspect indicators that researchers present on the father's perception of development emotional child age early. Calculation of data on the questionnaire that has been distributed by researchers totaling 25 grains questions and has 6 aspects in questionnaire in the validity test show that all items have r- count value > 0.361 is declared valid, whereas for Cronbach's Alpha value 0.981.

3.1 Distribution Frequency and Percentage Answers per Aspect

After do data search for table distributive frequency every aspect furthermore writer explain a distribution frequency and percentage answers per aspect that can be seen in form **Figure 2**. Below results distribution frequency and percentage answers per aspect.

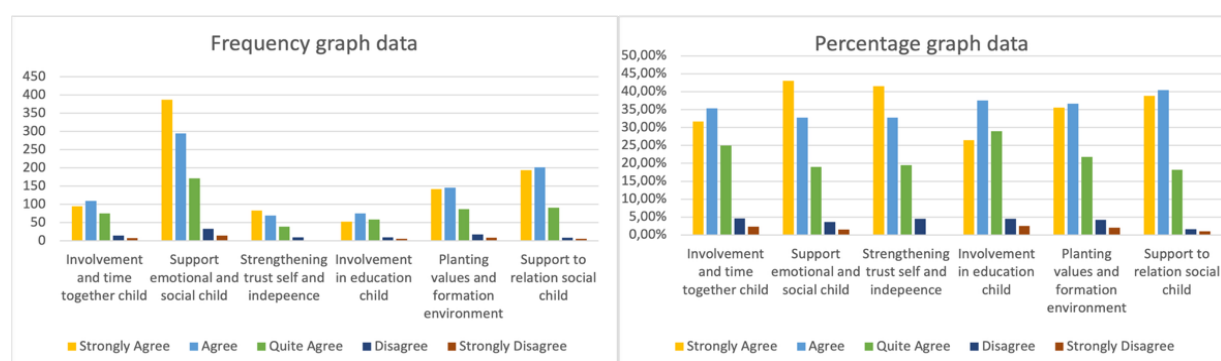


Figure 2. Distribution Frequency and Percentage Answers per Aspect

Based on **Figure 2**, for the aspect of Involvement and time together child, the majority of respondents answered agree (35.3%; $F = 109$) and strongly agree (31.7%; $F = 95$). This shows that fathers generally spend sufficient quality time with their children. The percentages for disagree (4.67%; $F = 14$) and strongly disagree (2.33%; $F = 7$) were relatively small. For the aspect of support emotional and social child, the strongly agree category dominated the responses (43%; $F = 387$). These findings reflect that the emotional bond between father and child is formed not only through physical presence but also through daily quality interactions such as playing, talking, and sharing experiences.

The aspect of Strengthening trust self and independence, the strongly agree option was also high at 41.5% ($F = 83$), indicating that fathers strongly agree on the importance of supporting their children's self-confidence and independence. Regarding Involvement in education child, the agree category dominated with 37.5% ($F = 75$). For instilling values and shaping the environment, the responses given was agree (36.6%; $F = 146$) and strongly agree (35.5%; $F = 142$), indicating that fathers recognize the importance of creating a positive environment for their children. Lastly, in the aspect of support relation social child, the dominant response given was agree (40.4%; $F = 202$), showing that fathers provide support to help their children build social relationships with peers.

There are aspects support emotional and social child, answer strongly agree dominate. This finding indicates that connection emotional between father and son built not only through existence physical, but also through quality interaction everyday, such as play, talk, and share experience. Research results this consistent with the attachment theory put forward by John Bowlby, where the relationship beginning between children and caregivers considered own fundamental role in formation development emotional as well as social. Bowlby emphasized that attachment emotional child with caregiver is factor main likewise create a sense of security and protection (Astuti & Nurjannah, 2024).

Next, on the aspect strengthening trust self and independence, the majority of fathers provide response positive with stated strongly agree. This show existence father's support in building trust self and independence child, a role important related with formation character child since age early. However, a father's involvement in the child's educational aspect is relatively easier compared to his involvement in the emotional aspect. The majority of fathers answered agreed, but the percentage no as high as in aspect emotional. This phenomenon reflect trend that father's involvement in formal education is still viewed as role secondary,

temporary role main they more focused on support emotional and social. These results consistent with research in Indonesia (Soedarmo, 2024), which found that role academic father often not optimal.

In this aspect planting values and formation environment, answer respondents also indicated trend positive. This finding indicates that the father plays a role in create environment conducive and supportive development child. This role in accordance with dimensions responsibility in involved fatherhood model, which emphasizes not quite enough answer parents in create condition good environment.

Overall, the findings of this study indicate that fathers are more prominent in emotional and social dimensions that in academic aspects, these results need to be interpreted with caution. It should be noted that this study was conducted in three kindergartens in Penajam District. Thus, the limited sample size means that these findings cannot be generalized to a wider population, and further studies with a broader and more diverse scope are needed. The statistical results of this study are based on the questions in the relative frequency distribution in **Table 4**.

Table.4 Distributive Results Frequency Relative (%)

1.	Involvement and time together child	78%	Worthy
2.	Support emotional and social child	82.4%	Worthy
3.	Strengthening trust self and independence	82.6%	Worthy
4.	Involvement in education child	76.2%	Worthy
5.	Planting values and formation environment	80%	Worthy
6.	Support to relation social child	82.8%	Worthy

According to **Table 4**, it can be concluded that in term of involvement and time together children, the average score for involvement and time together child is 11.7% of the maximum score of 15, with 78% falling into the category worthy. The forms of father involvement in parenting are described as encompassing various aspects, such as communication, teaching activities, supervision, and support in the child's thinking process. Furthermore, fathers are involved through assigning tasks, caring for and treating children, and demonstrating concern in the parenting process. Fathers' physical presence, life planning, shared activities, and the provision of resources, love, protection, and emotional support are also part of this involvement (Wijayanti & Fauziah, 2020). Factors that influence father's involvement in parenting children among them is father's motivation to involved in life children. Internal and external motivation related with father's desire to be involved parenting child motivated by a sense of responsibility answer as a father, feels that child need parental attention, love to children and desire child get planting good grades (Muslihatun & Santi, 2022).

In the aspect of support emotional and social child, an average score of 37.1 out of a maximum score of 45 was obtained, corresponding to 82.4%, which places it in the worthy category. A father in parenting child age early it is very important that a person child feel safe and comfortable needed a father who gives interaction pleasant besides accompany as well as monitor grow flower his son. Thus, the father who is able embrace and understand his son own father son relationship healthy (Suciawati et al., 2024). The presence of a father in parenting can affect the child's cognitive development, social and emotional development. The presence of a father for a child certainly makes the child's days more meaningful and provides the warmth of family affection (Kusumawati & Hasibuan, 2024).

In the aspect of strengthening trust self and independence to children, average score 8.26% of score maximum 10, with percentage of 82.6% with category worthy. This is what father gave enthusiasm and independence in children each of them so that the child easy believe self in matter whatever as well as independence they moment do studying at school. Parents own role mainly in growing child self trust since age early through ways like become good listener, shows appreciation, giving chance child for help and convey opinion, training independence, support optimism, cultivating interests and talents, inviting child solve problems, and give space for children gather with an adult and guided prepare for the future (Nahaban & Nasution, 2022). The independence of young children begins in the family, where parents teach them to become individuals who can socialize and interact with others. People though must restraint in meaning moment pandemic like this child may not shake hands and use a mask when outside house or moment interact with this will build trust self and child will clever socialize with other people (Martono & Balimulia, 2023).

On involvement in education child get an average score of 7.62% from score maximum 10, with percentage of 76.2% got category worthy. Father is the placeholder base ability intellectual, ability solve problems, and related matters with problem cognitive child (Wahyuni *et al.*, 2021). Therefore, a father's involvement in their children's education is very important, fathers are couple with on duty for looking for money for pay cost school only. However, can follow struggling for accompany child register school, accompany child do homework, and join in look for solution moment child get problems at school (Muryaningsih & Fauziah, 2024).

In this aspect cultivating values and formation environment get an average score of 16% with score maximum by 20, get percentage of 80% with category worthy. This also has an impact on the role of fathers in evaluating children's play environments and assessing their interactions with peers. In educating children, parents must master the techniques used in shaping mentality and building self-esteem. One of the methods in educate child is habituation and role model. The subsequent educational process develops intelligence and skills, while also helping to shape the development of children's attitudes, so that their behavior is in line with the norms that apply in society (Ritonga, 2021).

The next result on the aspect support to relation social child got an average score of 20.7% with score maximum 25, then percentage of 82.8% with category worthy. In the aspect this is what father gave support to his son related relation social in playing in the environment house and in the environment school. Environment second child after family that is environment public or also known as environment socializing child. In case this school is environment socialization for children. Children are member society within environment. Children's efforts to live as member public necessary ability adaptation, which is response child moment become part in the environment moment in undergo the socialization process (Adawiyah & Priyanti, 2021).

Fathers play a very important role in their children's lives, such as accompanying, caring for, setting an example, providing moral guidance, and educating their children. Father's involvement is very necessary especially at the time child still in childhood (Rahayu & Lidamona, 2024). Limitations connection child with father can bother balance emotional children. Children with attachment low with their father tend experience difficulty in manage emotions, such as easy offended, frustrated, or aggression to friend peers (Randiawan & Muthmainah, 2025). This is impact with behavior negative child who becomes often appear and act rough with his friends.

Overall, it can be concluded that parents, especially fathers, in Penajam subdistrict have a good or positive perception of their children's emotional development in early childhood. This means that parents in the sub-district Penajam realize importance for they accompany as well

as see and educate his son in grow the flower child each of them so that they bound in a way emotional and mutual near as parents and children. According to study, this focus on parents' perceptions especially fathers who can give as well as supervise development emotion child age early each of them. So, it must be implemented study next so that you can understand more in again related development emotion child age early.

4. CONCLUSION

The results of the study indicate that fathers' involvement in parenting is generally high, especially in emotional and social aspects. However, their participation in formal educational activities is still relatively low. Fathers' involvement has a significant positive impact on children's emotional development, especially in building trust, independence, and healthy social relationships. However, this study has several limitations. The research was conducted only in the Penajam district, East Kalimantan, and the number of participants was limited. Therefore, the findings cannot be generalized to a wider population. In addition, the study mainly focused on emotional and social dimensions, without exploring other factors such as economic or cultural influences that may also affect fathers' involvement. Based on these findings, it is recommended that fathers increase their active participation, particularly in providing emotional support and engaging in their children's education. Schools and policymakers are also encouraged to design programs that promote father-child interaction form an early age.

5. ACKNOWLEDGMENT

Thanks to all the party that has help in the preparation and completion process study this. Special thanks to the fathers who become respondents and have willing take time for fill in questionnaire in study this. This research will not be implemented without support from three kindergartens in the Penajam district, which has give permission and facilitation data collection. Many thanks is also conveyed to all the party that has give direction, moral support, and help technical during the research process ongoing. Hopefully, this study results can give contribution positive for development science, especially in understand the role of fathers in development emotion child age early.

6. AUTHORS' NOTE

This study arranged as part from effort for understand the role of fathers in development emotion child age early. Author collect data through distribution questionnaire to 100 fathers who have child age early and registered in three kindergartens in the Penajam district. Writer realized that the contribution of fathers as respondents own a very important role in completeness and accuracy of data. Therefore, the writer convey appreciation deep on participation active and willingness of respondents in share experience and views. This research expected can become reference beginning for study advanced in the field development children, especially those related with father's involvement in aspect emotional child age early. Author open to constructive suggestions and criticisms to improve this study in the future.

REFERENCES

- Adawiyah, A. R., dan Priyanti, N. (2021). Pengaruh peran ayah terhadap adaptasi sosial pada anak usia dini di yayasan Nurmala Hati Jakarta Timur. *Jurnal Pendidikan Anak Usia Dini*, 6(2), 165–178.
- Arsanti, A. (2024). *The role of single parents in developing independence in early childhood*. In *Cakrawala Dini* <https://doi.org/10.17509/Cd.V15i1.68617>
- Astuti, S. D., and Nurjannah. (2024). Ruhiah attachment: Integrating spirituality into attachment theory for enhanced child development. *Al-Athfal: Jurnal Pendidikan Anak*, 10(1), 49–59. <https://doi.org/10.14421/Al-Athfal.2024.101-05>
- Azura, M., Fitri, M. N., Aprinita, C., Aulya, C., Ardita, M. R., Aulia, T. F., Amelia, W., Hayumi, Z. D., Pazila, N., Prastiwi, V., Hadid, A., dan Maharani, R. (2024). Peran ayah dalam perkembangan emosional anak. In *Jurnal Psikologi Revolusioner* 8(12).
- Drupadi, R. (2020). Pengaruh regulasi emosi terhadap perilaku prososial anak usia dini. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 11(1), 30-36.
- Hasiana, I. (2020). Peran keluarga dalam pengendalian perilaku emosional pada anak usia 5-6 tahun. *Child Education Journal*, 2(1), 24-33.
- Kusumawati, M. A., dan Hasibuan, R. (2024). Pola pengasuhan ayah terhadap kemampuan fisik motorik dan sosial emosional pada anak usia dini. *Harmoni Pendidikan: Jurnal Ilmu Pendidikan*, 1(3), 01-08. <https://doi.org/10.62383/Hardik.V1i2.386>
- Martono, W. C., dan Balimulia, S. O. (2023). Peran pengasuhan ayah terhadap kemandirian anak usia dini di kelurahan Menteng. *Jurnal Pendidikan dan Psikologi: Pintar Harati*, 19(1), 39–50. <https://doi.org/10.36873/jph.v19i1.9958>
- Muryaningsih, S., dan Fauziyah, P. Y. (2024). Peran ayah dalam pendidikan anak. *Jurnal Ilmiah Global Education*, 5(2), 1126–1136. <https://doi.org/10.55681/Jige.V5i2.2753>
- Muslihatun, W. N., dan Santi, M. Y. (2022). Faktor yang mempengaruhi keterlibatan ayah dalam pengasuhan anak usia dini. *Window of Health: Jurnal Kesehatan*, 404-418 <https://doi.org/https://doi.org/10.33096/Woh.Vi.131>
- Nahaban, A. S., dan Nasution, F. Z. (2022). Peran orang tua di dalam membangun kepercayaan diri anak sejak dini: The role of parents in building children's confidence from an early age. *Psikologi Prima*, 5(2), 47-53.
- Rahayu, P. D., dan Lidamona, N. (2024). Father involvement in educating early childhood children in Ternate city. *Islamic EduKids: Jurnal Pendidikan Anak Usia Dini*, 6(1), 21-28.
- Randiawan, and Muthmainah. (2025). Father-Child attachment among child attachment among 5-6 Year Olds year olds: A Survey Study. *Jurnal Obsesi Obsesi: Jurnal Pendidikan Anak Usia Dini*, 9(5), 1659–1669. <https://doi.org/10.31004/Obsesi.V9i5.7074>
- Ritonga, S. (2021). Penanaman nilai dan pembentukan sikap pada anak melalui metode keteladanan dan pembiasaan dalam keluarga. *Kaisa: Jurnal Pendidikan dan Pembelajaran*, 1(2), 131-141.
- Romadhona, A., dan Kuswanto, C. W. (2024). Dampak fatherless terhadap perkembangan emosional anak usia dini. *As-Sibyan: Jurnal Pendidikan Anak Usia Dini*, 9(1), 101-112.
- Soedarmo, R. L. (2024). Pandangan ayah terhadap keterlibatannya dalam pengasuhan anak (Penelitian studi kasus ayah di kelurahan Ciroyom tahun 2023-2024). *Edukids: Jurnal Pertumbuhan, Perkembangan, dan Pendidikan Anak Usia Dini*, 21(1), 21-29.

- Suciawati, D. T., Sari, H. R., Dewi, L. P., Huriyah, F. S., dan Gandana, G. (2024). Peran ayah (fathering) terhadap pengasuhan balita. *Jurnal Pendidikan Anak*, 13(1), 53-64.
- Wahyuni, A., Siregar, S. D., dan Wahyuningsih, R. (2021). Peran ayah (fathering) dalam pengasuhan anak usia dini. *AL IHSAN: Jurnal Pendidikan Islam Anak Usia Dini*, 2(2), 055-066.
- Wijayanti, R. M., dan Fauziah, P. Y. (2020). Keterlibatan ayah dalam pengasuhan anak. *Jiv-Jurnal Ilmiah Visi*, 15(2), 95–106. <https://doi.org/10.21009/Jiv.1502.1>
- Yuliandari, N., and Suryana, D. (2022). The role of parents in early childhood's emotional social development. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 13(1), 41-48.
- Zuhda, M. A. (2024). Pentingnya peran ayah dalam perkembangan emosional anak. *Liberosis: Jurnal Psikologi Dan Bimbingan Konseling*, 3(3), 71-81.