

THE INFLUENCE OF FATHER INVOLVEMENT IN PARENTING ON THE SOCIO-EMOTIONAL DEVELOPMENT OF 5-6 YEAR-OLD CHILDREN AT RA AL-HUSAINY MARYAM BATU LAYAR DISTRICT

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Abstract

This study aims to determine the effect of father involvement in parenting on the social-emotional development of children aged 5–6 years at RA Al-Husainy Maryam, Batu Layar District. This research employed a quantitative approach using an ex post facto design. The population consisted of parents of children aged 5–6 years, with a total sample of 47 respondents selected through a saturated sampling technique. Data were collected through questionnaires and observations and analyzed using simple linear regression analysis. The results showed that father involvement in parenting had a positive and significant effect on children's social-emotional development. The regression coefficient value was 0.894, with a significance value of $p < 0.001$, which is lower than the significance level of 0.05. Furthermore, the coefficient of determination (R Square) was 0.927, indicating a very strong relationship between father involvement in parenting and children's social-emotional development within the study sample. However, these findings should be interpreted with caution because children's social-emotional development is influenced by various factors beyond the scope of this study, including maternal parenting, family environment, school environment, and peer interactions. Therefore, father involvement in parenting plays an important role in supporting the social-emotional development of early childhood.

Keywords: father involvement, parenting, social-emotional development, early childhood

Abstract

This study aims to determine the effect of father involvement in parenting on the social and emotional development of children aged 5–6 years at RA Al-Husainy Maryam, Batu Layar District. This study used a quantitative approach with an ex post facto design. The study population consisted of parents of children aged 5–6 years with a sample of 47 respondents selected using a saturated sampling technique. Data were collected through questionnaires and observations, then analyzed using simple linear regression.

The results of the study indicate that father involvement in parenting has a positive and significant effect on children's social and emotional development. The regression coefficient value obtained was 0.894 with a significance value of $p < 0.001$, which is smaller than the significance level of 0.05. In addition, the coefficient of determination (R Square) value of 0.927 indicates a very strong relationship between

father involvement in parenting and children's social and emotional development in the study sample. However, these results need to be interpreted carefully because children's social and emotional development is influenced by various other factors outside the scope of this study, such as maternal parenting patterns, family environment, school environment, and peer interactions. Therefore, father involvement in parenting has an important role in supporting the social and emotional development of early childhood.

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INTRODUCTION

Paternal involvement in childcare remains a significant issue in Indonesia. The Ministry of Women's Empowerment and Child Protection (KemenPPPA) states that approximately 20.9% of Indonesian children are deprived of their fathers due to divorce, death, or work demands that cause them to be away from the family (Ministry of Population and Family Development, 2025). This situation indicates that some children do not receive optimal paternal involvement in their daily lives, even though a father's role is not only as a breadwinner but also as a companion in the child's upbringing and development. Low paternal involvement can impact a child's development, particularly in social and emotional aspects. Therefore, paternal involvement in childcare is an important factor that requires attention in efforts to support early childhood development.

Social-emotional development is a crucial aspect of early childhood development because it relates to a child's ability to recognize, understand, and manage emotions, as well as establish social relationships with their surroundings (Khoironi, 2018). At the age of 5–6, children begin to show significant development in their ability to interact with peers, understand social rules, control their emotions, and develop a sense of responsibility for themselves and others (Yuliani, 2023). Optimal social-emotional development will help children adapt better to the school and community environment. Therefore, social-emotional development needs to be optimally stimulated from an early age to prepare children to face various social situations in their environment.

Based on Elizabeth B. Hurlock's theory, social development is the process by which children acquire the ability to behave in accordance with social demands, enabling them to interact effectively with their environment (Hurlock, 2013). Meanwhile, emotional development relates to a child's ability to recognize and control their emotions. In early childhood, social-emotional development forms the basis for the formation of character, attitudes, self-confidence, empathy, and the ability to resolve simple conflicts in everyday life.

Children with good social-emotional development tend to more easily establish relationships with peers, are able to work together, have a sense of responsibility, and are able to adapt to the rules that apply in the school environment and society.

The social and emotional development of children aged 5–6 years begins to develop in a more complex manner. Children begin to learn to recognize their own and others' emotions, understand social rules, cooperate, share, wait their turn, and resolve simple conflicts with peers (Yuliani, 2023). These skills are crucial because they lay the foundation for children to build positive social relationships in later stages of development. Conversely, if social and emotional development does not develop optimally, children may experience difficulty controlling their emotions, lack self-confidence, experience obstacles in interacting with peers, and struggle to adapt to the school environment.

The social and emotional development of children aged 5–6 years does not occur automatically, but is influenced by various factors, one of which is the family environment. The family is the first and primary environment for children to acquire social and emotional education (Khoironi, 2018). Within the family, children learn to recognize values, rules, attitudes, and how to interact with others through the care provided by parents. However, father involvement in childcare remains a challenge in Indonesia. The Ministry of Population and Family Development (2025) reported that approximately 20.9% of Indonesian children grow up without a father (fatherless). This condition indicates that father involvement in children's lives is still not optimal, so that daily care tends to be carried out more by mothers. In fact, father involvement in care plays a significant role in children's development, including cognitive, social, and emotional aspects. Fathers' involvement in parenting is not only defined as physical presence, but also includes emotional involvement, attention, interaction, and responsibility in meeting children's developmental needs (Marlina & Fitriani, 2022). Lamb explains that fathers' involvement in parenting consists of three main dimensions: *paternal engagement* (direct interaction between father and child), *paternal accessibility* (availability of father near child), and *paternal responsibility* (father's responsibility in making decisions regarding children's needs). *Paternal engagement* can be realized through activities such as playing with children, helping with the learning process, accompanying children in their daily activities, and providing direct attention. *Paternal accessibility* shows the presence of a father who is available to his child even though he does not always interact directly. Meanwhile, *paternal responsibility* This relates to the father's responsibility in making important decisions regarding the child's education, health, and developmental needs (Lamb,

2010). These three aspects have a significant influence on shaping the social and emotional development of early childhood.

Fathers' involvement in parenting fundamentally has a positive influence on various aspects of child development, particularly social and emotional development (Wijayanti & Fauziah, 2020). Fathers who are actively involved in their children's lives tend to build closer emotional relationships, enabling children to feel safe, valued, and supported throughout their development (Allen & Daly, 2007). A father's presence in daily activities, such as playing together, assisting with learning, providing guidance, and listening to children's stories, can be an important social experience for children in understanding rules, cooperation, and emotional control.

Previous research has shown that children with strong paternal involvement tend to have better social skills, better emotional control, higher self-confidence, and better adaptability to their social environment (Aisyah et al., 2019). Furthermore, paternal involvement also impacts children's ability to build positive peer relationships and demonstrate prosocial behavior. Children who receive attention, guidance, and emotional support from their fathers tend to be better able to cooperate, share, respect others, and resolve simple conflicts more positively. Conversely, a lack of paternal involvement can impact children's ability to regulate emotions and social interactions.

Current findings indicate that fathers' involvement in childcare remains limited. Busy work schedules often limit father-child interaction, leaving mothers with more caregiving responsibilities. This situation can impact the quality of the emotional relationship between fathers and children if not balanced with good communication and involvement. Therefore, fathers' involvement should not be viewed merely as a supplement to parenting, but rather as a crucial component that impacts a child's overall growth and development.

Initial observations at RA Al-Husainy Maryam, Batu Layar District, on Tuesday, March 10, 2025, on a group of 47 children aged 5-6 years, using an observation guideline, found that some fathers still have limited involvement in childcare. Most fathers play a larger role as breadwinners, so that daily care is predominantly carried out by mothers. This condition causes fathers' involvement in children's daily activities, such as playing, studying, providing emotional support, participating in important activities at school, dropping off and picking up children, and making decisions related to children's development to still be suboptimal. This condition is a concern because suboptimal father involvement can affect children's social and emotional development, especially in the ability to build social relationships, control emotions, and demonstrate responsible behavior towards themselves and others.

Based on the description, this study begins with a research question, namely whether there is an influence of father involvement in parenting on the social-emotional development of children aged 5-6 years at RA Al-Husainy Maryam, Batu Layar District. In line with this question, this study aims to determine the influence of father involvement in parenting on the social-emotional development of children aged 5-6 years at RA Al-Husainy Maryam, Batu Layar District. This study is expected to contribute to increasing parents' understanding, especially fathers, regarding the importance of active involvement in parenting to support optimal social-emotional development of children. In addition, the results of this study are expected to provide input for early childhood education institutions and parents in creating a parenting environment that supports children's social-emotional growth optimally.

METHODOLOGY

This research uses a quantitative approach with this type of research. *after the fact*. A quantitative approach was used because this study aims to determine the effect of father involvement in parenting on the social and emotional development of children aged 5–6 years through statistical analysis. *after the fact* This method is used because the independent variable occurs naturally and cannot be intentionally manipulated by the researcher, either for ethical or practical reasons. Therefore, the researcher only observes existing conditions without treating the variables being studied.

The research was conducted at RA Al-Husainy Maryam, Batu Layar District. The population was all parents of children aged 5–6 years at RA Al-Husainy Maryam. The sampling technique used was saturated sampling. (*total sampling*), that is, the entire population was used as the research sample. Thus, the sample size for this study was 47 respondents.

The variables in this study consist of independent variables (*independent variable*) namely the father's involvement in parenting (X), as well as the dependent variable (*dependent variable*) namely the social emotional development of children aged 5–6 years (Y). Father involvement in parenting refers to Lamb's theory which includes three main indicators, namely paternal engagement, paternal accessibility, and paternal responsibility (Lamb, 2010). Meanwhile, indicators of children's social emotional development refer to the Child Development Achievement Level Standards (STPPA) based on Permendikbud Number 137 of 2014 which include self-awareness, responsibility towards oneself and others, and prosocial behavior (Permendikbud No. 137 of 2014).

Data collection techniques were carried out through questionnaires. (*questionnaire*) and observation. A questionnaire was used to measure the

level of father involvement in parenting, while observation was used to determine the social and emotional development of children aged 5–6 years. The research instrument was developed based on indicators for each variable that had been determined according to theoretical studies.

Table1.1
Father Involvement Questionnaire Instrument in Parenting

No	Statement Variables of father involvement in parenting	Answer			
		SL	SR	KK	City
1.	I make time to play with my child for at least 20 minutes every day.				
2.	I help my child when eating, bathing, or getting dressed.				
3.	I help children learn and read books.				
4.	I take time to talk to my children every day.				
5.	I am there when children need help and support.				
6.	I make time to attend my children's important activities at school and outside of school.				
7.	I take time to take my children to school or other activities.				
8.	I am involved in making decisions about my children's daily activities.				
9.	I help organize children's daily activities, such as school and play schedules.				
10.	I am involved in considering the needs of children, such as education and daily needs.				

Table1.2
Child Social Emotional Development Observation Instrument

No	Statement Variables of Children's Social Emotional Development	Answer			
		SL	SR	KK	City
1.	Children are able to express the feelings they are feeling (happy, sad, angry)				
2.	Children are able to calm themselves down when they feel disappointed or angry.				
3.	Children show responsibility for their belongings and schoolwork.				

4.	Children are able to follow the rules that apply in the class or environment consistently.				
5.	Children are willing to help their friends who are experiencing difficulties.				
6.	Children voluntarily share toys, stationery, food with their friends.				
7.	Children play with their peers without any conflict.				
8.	Children are able to work together in small groups while playing and learning.				
9.	Children respect the opinions or choices of friends who are different from them.				
10.	Children show confidence when speaking or appearing in front of others.				

This research instrument was first tested for validity and reliability to determine its suitability as a data collection tool. Next, data analysis was conducted using the JASP statistical application. (*Jeffrey's Amazing Statistic Program*) through the prerequisite test stages in the form of normality tests and linearity tests, then continued with simple linear regression analysis to determine the effect of father involvement in parenting on the social emotional development of children aged 5-6 years.

Hypothesis testing was conducted using a significance level of 0.05 ($\alpha = 0.05$). If the significance value is less than 0.05, then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. H_0 was rejected, thus indicating a significant influence between father involvement in parenting and the social and emotional development of early childhood.

RESULTS AND DISCUSSION

This study aims to determine the effect of father involvement in parenting on the social and emotional development of children aged 5–6 years at RA Al-Husainy Maryam, Batu Layar District. Research data were obtained through distributing questionnaires to parents and researchers directly observing children's social and emotional development based on predetermined indicators. Observations were carried out by researchers during classroom learning activities by observing children's behavior according to social and emotional development indicators. Observations were carried out for one month of research to obtain consistent data. The results of the observations were then converted into a numerical score based on predetermined assessment guidelines so that they could be analyzed using

regression. The number of respondents in this study was 47 respondents. Before analyzing the research data, a trial of the instrument was first conducted to determine the quality of the statement items in the questionnaire. The instrument used in this study was a questionnaire consisting of 10 statements with 4 answer choices.

Table1.3
Validity Test of Father Involvement in Parenting

Item	Rhit	Rtable	p-value	Information
1	0,804	0,288	<0,001	Valid
2	0,644	0,288	<0,001	Valid
3	0,646	0,288	<0,001	Valid
4	0,526	0,288	<0,001	Valid
5	0,656	0,288	<0,001	Valid
6	0,688	0,288	<0,001	Valid
7	0,626	0,288	<0,001	Valid
8	0,637	0,288	<0,001	Valid
9	0,693	0,288	<0,001	Valid
10	0,623	0,288	<0,001	Valid

Based on the results of the validity test, it is known that all items in the father involvement variable have a significance value <0.05 . This indicates that the items are valid and can be used in research. The correlation value between items shows a strong relationship, based on the results of the analysis in V1 obtained an r-count value of 0.804 and r-table of 0.288 can be said to be valid if $r\text{-count} > r\text{-table}$ ($0.804 > 0.288$) and $p\text{-value} < \text{significance level}$ ($0.001 < 0.05$). Thus, the instrument of father involvement in parenting can be declared valid and suitable for use in research.

Table 1.4

Child Social Emotional Validity Test

Item	Rhit	Rtable	P-value	Information
1	0,770	0,288	<0,001	Valid
2	0,619	0,288	<0,001	Valid
3	0,636	0,288	<0,001	Valid
4	0,653	0,288	<0,001	Valid
5	0,595	0,288	<0,001	Valid
6	0,551	0,288	<0,001	Valid
7	0,295	0,288	<0,001	Valid
8	0,623	0,288	<0,001	Valid
9	0,691	0,288	<0,001	Valid
10	0,637	0,288	<0,001	Valid

Validity test results for the socio-emotional variables showed that most items had a significance value <0.05 . This indicates that these items adequately measure socio-emotional aspects. The correlation value between items shows a strong relationship, based on the analysis results in V1 obtained r count value of 0.770 and r table of 0.288 can be said to be valid if r count $>$ r table ($0.770 > 0.288$) and p -value $<$ significance level ($0.001 < 0.05$). Thus, the instrument of father involvement in parenting can be declared valid and suitable for use in research.

Based on prerequisite tests, namely normality and linearity tests, the test results indicate that the research data is normally distributed and has a linear relationship, thus meeting the requirements for simple linear regression analysis. Based on the results of the simple linear regression analysis, the regression coefficient value was 0.894. These results indicate that father involvement in parenting has a positive influence on the social and emotional development of children aged 5–6 years. This means that the higher the father's involvement in parenting, the better the child's social and emotional development.

Based on the results of the hypothesis test, the significance value of $p < 0.001$ is shown, which means it is smaller than the significance level of 0.05 ($\alpha = 0.05$). Thus, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This shows that there is a significant influence between father involvement in parenting on the social and emotional development of children aged 5–6 years at RA Al-Husainy Maryam, Batu Layar District.

Based on the coefficient of determination (R Square) of 0.927, it can be seen that the variation in children's social emotional development in this study sample can be explained by father involvement in parenting by 92.7%, while the remaining 7.3% is influenced by other factors outside the study. However, these results need to be interpreted carefully because children's social emotional development is basically influenced by various factors, such as maternal parenting patterns, family environment, school environment, peers, and individual characteristics of the child. The high coefficient of determination value in this study indicates the large contribution of the father's involvement variable in the analysis model in this study sample, it does not mean that father involvement is the only factor that influences children's social emotional development.

Discussion

The results of the study indicate that paternal involvement in parenting has a positive and significant influence on the social and emotional development of early childhood. The high coefficient of determination (R Square) value of 0.927 in this study is understandable because paternal involvement in parenting has a strong closeness to aspects measured in children's social and emotional development, such as independence, emotional control, and social interaction skills. In addition, the high intensity of paternal involvement in this study sample likely contributed to the increase in variation in children's social and emotional development scores. This condition may also be influenced by the uniformity of the respondents' environment, such as the relatively homogeneous school environment and family social background, so that variation in other factors outside of paternal involvement is smaller. Thus, the high R Square value not only indicates the large contribution of variables in the model, but also needs to be understood in the context of sample characteristics and the limitations of the variables studied.

Father involvement in this study includes three main aspects, namely *paternal engagement*, *paternal accessibility*, And *paternal responsibility*. *Paternal engagement* related

to the father's direct involvement in children's activities, such as playing, learning, and communicating. *Paternal accessibility* shows the presence of a father who is easily accessible to children, both physically and emotionally. Meanwhile, *paternal responsibility* includes the father's responsibility for decision-making and meeting the child's developmental needs. These three aspects contribute to the optimal development of a child's social and emotional abilities.

The results of this study align with Lamb's theory, which states that paternal involvement has a significant influence on child development, particularly in building a sense of security, self-confidence, and social skills. Children who experience active paternal involvement tend to be better able to adapt to their environment, cooperate with peers, control their emotions, and demonstrate prosocial behavior. Furthermore, the results of this study are also relevant to Erikson's theory, which explains that children aged 5–6 years are in the initiative versus guilt stage, a period when children begin to learn to take initiative in various social activities and develop a sense of responsibility for their actions (Erikson, 1963). Good paternal support and involvement can help children build self-confidence, courage in socializing, and the ability to manage their emotions better.

This study's findings support previous research that found that paternal involvement in parenting positively impacts children's social and emotional development. Children with good relationships with their fathers tend to exhibit more positive social behavior, have greater empathy, and are better able to follow social rules in both school and community settings (Khairunnisa & Kustanti, 2022).

Based on the research findings, it is clear that father involvement in parenting is a crucial factor in supporting the social and emotional development of early childhood. Therefore, fathers' active participation in their children's daily activities is essential, through emotional attention, learning support, communication, and involvement in decision-making regarding their children's needs.

CONCLUSION

Based on the research results, it can be concluded that father involvement in parenting has a positive and significant impact on the social and emotional development of children aged 5–6 years at RA Al-Husainy Maryam, Batu Layar District. This indicates that the greater the father's involvement in parenting, the more optimal the child's social and emotional development in terms of the ability to interact, manage emotions, and adapt to the social environment.

These findings reinforce the importance of fathers in early childhood care, encompassing not only economic aspects but also emotional involvement, communication, and participation in daily activities. Practically, these research findings can be used by early childhood education institutions and parents to increase father involvement in childcare activities through more intensive communication and participation in children's activities at school and at home.

Further research is recommended to examine other factors that influence children's social development, such as the role of mothers, the school environment, and peers, in order to obtain a more comprehensive picture of the factors that influence the social and emotional development of early childhood.

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