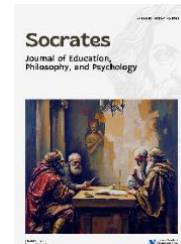




Socrates: Journal of Education, Philosophy, and Psychology

| ISSN (Online) [3064-5891](https://issn.org/3064-5891) |
<https://creativecommons.org/licenses/by/4.0/>
DOI: <https://doi.org/10.63217/socrates.v2i1.203>



The Social and Emotional Impact of Fathers' Inaction on Child Rearing

Elsie Faraswati¹, Fatin Nabilla R², Novi Fitria³

¹Universitas Syiah Kuala, Banda Aceh, Indonesia, elsiefaraswati@gmail.com

²Universitas Syiah Kuala, Banda Aceh, Indonesia, fatinnabilla@gmail.com

³Universitas Syiah Kuala, Banda Aceh, Indonesia, novi1@gmail.com

Corresponding Author: elsiefaraswati@gmail.com¹

Abstract: The family is a crucial environment for a child's education. The role of parents, especially fathers, is crucial in supporting a child's academic achievement. Fatherlessness can negatively impact a child's psychological and academic development. The article found that fatherlessness has a significant negative impact on adolescents' academic achievement. Children experiencing fatherlessness exhibit poorer cognitive performance, lower test scores, and lower school attendance. The absence of a father's role can have a detrimental impact on adolescents' academic achievement. Comprehensive interventions are needed to address this.

Keywords: Family, Parents, Children, Father

INTRODUCTION

The family is the place where children receive their first education. Ki Hadjar Dewantara (in Amaliyah, 2021) said that the family has a special place because the family is a small environment, but from a social perspective, the family is a sacred and pure place so that the family becomes a noble center of education. In this case, the family also has an important role in supporting children in achieving their achievements. William J. Goode (in Syahraeni, 2015) said that the success achieved by students in their education essentially reflects more than just the quality of the institution. However, this also shows that the family is able to properly prepare the education that will be taken by the child. The efforts made by parents certainly do not all run smoothly, because in the effort to pursue education sometimes children encounter obstacles such as (1) behavioral patterns developed at home; (2) the family does not provide a good example which impacts the child's behavior; (3) the child's lack of motivation to learn to adapt. This is caused by unpleasant social experiences; (4) the lack of guidance and assistance received by the child during the learning process (Suharti, N., 2016). The causes of family dysfunction can vary, such as (1) lack of parental involvement, especially fathers; (2) lack of direction and education for teenagers.

(Kasenda, et al. 2023); (3) death of one or both parents; (4) divorce (Sarwono, in Agustin & Kudus. 2023). Preparing children to be brilliant is not an easy matter. There must be consistent and continuous efforts from parents in carrying out their duties to care for, nurture, and educate their children until they are able to live independently (Syahraeni, 2015).

One cause of family dysfunction is the lack of parental involvement, especially fathers (Sarwono, in Agustin & Kudus, 2023). Recently, the absence of a father, or what is commonly referred to as fatherlessness, has become a hot topic. Social Minister Khofifah Indar Parawansa stated that Indonesia is the third-most fatherless country in the world. Children who grow up without a father's presence will have a psychological impact. Several studies have shown that the impact of a father's absence significantly affects a child's psychology, where children experience feelings of anger, loneliness, low self-esteem as they grow older (self-esteem issues), and shame because they lack the growth and development experiences that other children do (Sundari, A.R., & Herdajani, 2013). This is caused by unpleasant social experiences; (4) a lack of guidance and assistance received by children during the learning process (Suharti, N., 2016).

The concept of fatherlessness can be interpreted as the absence of a father's presence in the parenting process. This is then known as "fatherless", "father absence", "father loss" or "father hunger" (Ashari, 2018). In other literature, it is explained that fatherlessness is the absence of a father's role and figure in a child's life. According to Berlian and Chitam (2023) Fatherlessness is a condition of a child who has a father, but the father is not present or does not play an optimal role in the child's growth and development process.

METHOD

The research used a review study. Data collection techniques included identifying data sources, searching for literature, selecting literature, extracting data, and managing data. The data collection instruments used were a selection criteria framework (inclusion/exclusion), a literature search tool, a data extraction formula, an evaluation checklist, and a study quality assessment.

RESULTS AND DISCUSSION

Fatherlessness has serious impacts on early childhood development, including cognitive issues. Children tend to have low motivation to learn, even losing it, which can lead to a decline in the quality of their learning. The absence of a father can disrupt a child's emotional development, particularly feelings of low self-esteem, difficulty controlling emotions, and anxiety or depression. Children from families without a father figure tend to be more aggressive and less responsible.

One of the factors that significantly determines the success of developing the welfare and protection of children in Indonesia is the availability of legislation capable of protecting their welfare and Protection that adheres to children's rights without discrimination and in the best interests of the child, as stipulated in the Convention on the Rights of the Child.

Psychologically, fatherlessness can lead to a lack of emotional stability for children. Fathers play a crucial role as role models in the development of a child's identity and self-concept, particularly in social and emotional development. Without a father figure, children may experience difficulty establishing healthy social relationships and are at higher risk of behavioral and emotional disorders such as low self-esteem and difficulty managing emotions. This violates the child's right to adequate protection and care, as stipulated in Article 18 of the CRC, which states that parents are jointly responsible for the child's well-being.

Without a father's presence, children tend to grow up with trauma in relationships with the opposite sex, although some eventually come to terms with this reality. Children without fathers also tend to experience decreased academic achievement due to the difference in parental supervision compared to those with parents in general. When in a social environment, fatherless children also find it difficult to open up easily. They find it difficult to open up for several reasons, including feelings of shame, lack of self-confidence, difficulty trusting others, and fear of being shunned due to their family status. Furthermore, there is also the lack of a good example from their father. This is in line with research conducted by Castteter (2020), where fathers who do not carry out their roles and functions properly as heads of the family will have an impact on feelings of emptiness felt by children, children feel or experience rejection, have restrictions in

interacting with the opposite sex, experience economic problems, and have low self-esteem when compared to children with intact families. Meanwhile, in emerging adulthood, individuals should be in a period of experimentation and exploration, both related to physical, sexual, cognitive, and work.

CONCLUSION

Parents play a crucial role in fostering a child's social and emotional development, particularly the role of fathers in childcare. Social-emotional intelligence encompasses the ability to manage a child's emotions, build social relationships, and foster consistent parenting.

Parents are the primary educators in a child's social-emotional development through reciprocal interactions between them and their children, and through their role models.

Thank you to Syiah Kuala University, the research team who has provided us with smoothness and ease in the process of compiling articles or reports so that we can obtain the results of the study on education for early childhood.

REFERENCE

- Amaliyah, S. (2021). Konsep Pendidikan Keluarga Menurut Ki Hadjar Dewantara. 5, 1766–1770.
- Armadi, A. A. O., Sasuwu, C. B., Milala, E. O. B. S., Warawarin, K., Aditama, M. H. R., & Kasenda, R. (2023). Analisis Kematangan Emosi Dan Perilaku Agresi Verbal Pada Remaja di Kota Tomohon. *Jurnal Pendidikan Mandala*, 8(1), 1–4.
- Ashari, Y. (2018). Fatherless in Indonesia and its impact on children's psychological development. *Psikoislamika: Jurnal Psikologi Dan Psikologi Islam*, 15(1), 35. <https://doi.org/10.18860/psi.v15i1.6661>
- Berlian, T. C., & Chitam, M. N. (2023). The Impact of Fatherless on Students' Learning Achievement in Primary School X Boyolali City. *The Impact of College on Students*, 01(01), 15–23. <https://doi.org/10.4324/9780429339059>
- INDONESIA NOMOR 23 TAHUN 2002 TENTANG PERLINDUNGAN ANAK,” Oxford University
- Indra Abdul Majid and Mirna Nur Alia Abdullah, “Melangkah Tanpa Penuntun: Mengeksplorasi
- Jeynes, W. H. (2015). A Meta-Analysis: The Relationship Between Father Involvement and Student Academic Achievement. *Urban Education*, 50(4), 387–423. <https://doi.org/10.1177/0042085914525789>
- Kementerian Pemberdayaan Perempuan dan Perlindungan Anak Republik Indonesia. (2020). Perkuat Peran Ayah Untuk Meningkatkan Kualitas Pengasuhan Anak. Jakarta.
- Press, 2002, 649, <https://platform.who.int/docs/default-source/mca-documents/policydocuments/law/IDN-GBV-19-05-LAW-2002-ind-Law-23-2002-Child-Protection.pdf>. *Psikologi* 9, no. 2 (2001): 48–53,
- Suharti, N. (2016). Bimbingan Kelompok Untuk Meningkatkan Penyesuaian Sosial Siswa Kelas Ix-E Smp Negeri 1 Wonoasri Kabupaten Madiun. *Counsellia: Jurnal Bimbingan Dan Konseling*, 4(2). <https://doi.org/10.25273/counsellia.v4i2.260>
- Sundari, A. R., & Herdajani, F. (2013). Dampak Fatherlessness Terhadap Perkembangan Psikologis Anak. *Prosiding Seminar Nasional Parenting 2013*, 53(9), 1689–1699