

FATHER INVOLVEMENT IN EDUCATING EARLY CHILDHOOD CHILDREN IN TERNATE CITY

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Abstract

The child's growth and development process is strongly influenced by the father's involvement in stimulating, guiding, and educating the child. Father's involvement in raising children is very important. When raising a child, the main attention is given to the mother. The problem is that I don't have much time to educate my children. This study aimed to find out about the father's involvement in educating the child in the City of Ternate from the perspective of father engagement. This research uses descriptive survey research. The data is collected through a manually closed Google form. The data obtained from the research is analyzed descriptively with statistics. Based on the research, fathers play with their children, give them affection, spend time and communicate with them, and interact with them with a score of 49%.

Keywords: *father's involvement, educating, early childhood.*

Abstrak

Proses pertumbuhan dan perkembangan anak sangat dipengaruhi oleh keterlibatan ayah dalam memberi stimulasi dalam mengasuh, membimbing, dan mendidik anak. Keterlibatan ayah dalam mendidik anak sangat penting. Saat mendidik anak, perhatian terutama diberikan pada ibu. Problemanya adalah ayah tidak memiliki banyak waktu untuk mendidik anak. Tujuan dari penelitian ini adalah untuk mengetahui keterlibatan ayah dalam mendidik anak di Kota Ternate dari perspektif keterlibatan ayah. Penelitian ini menggunakan penelitian survei deskriptif. Data dikumpulkan melalui angket "google form" yang secara manual ditutup. Data yang diperoleh dari penelitian dianalisis secara deskriptif dengan statistik. Berdasarkan hasil penelitian, ayah bermain dengan anak, memberi kasih sayang, menghabiskan waktu dan berkomunikasi dengan anak, dan berinteraksi dengannya dengan skor 49%.

Kata Kunci : keterlibatan ayah, mendidik, anak usia dini.

INTRODUCTION

Children need maximum care for their growth and development. Based on survey data by KPAI, the role of parents in the frequent category, in this case, the role of mothers (32.6) is higher than the role of fathers (18.9) (KPAI, 2020). Fajrin's research that the mother's role in childcare is more interactive, and more physical care and the mother's time is more constrained by caregiving tasks than the father's (Fajrin & Purwastuti, 2022). Childcare generally focuses on mothers, as mothers are more actively involved in childcare, while fathers may not necessarily take part in the same activities (Nugrahani et al., 2021). However, the father's involvement is necessary in educating

early childhood. This is because in educating children it is balanced between the involvement of fathers and mothers. The ideal tasks performed by a father to carry out the role of a father in educating children include the father a person who meets the financial needs of the child to buy all the child's needs (economic provider), the father as a friend for the child including a playmate (friend and playmate), the father plays a role in giving love and caring for the child (caregiver), fathers have the role of educating and providing good role models (teachers and role models), fathers have the role of monitoring/supervising and enforcing disciplinary rules (monitors and disciplinarians), fathers act as protectors from risk/danger (protectors), fathers have the role of helping, accompanying, and defending children if they experience difficulties/problems (advocates), fathers have the role of supporting the potential for children's success (resources) (Abdullah, 2009).

Regional Regulation of Ternate City (Perda Nomor 1, 2019) In the third section on fulfilling the right to a family environment and alternative care, families fulfill the right to a family environment and alternative care by providing parenting love, attention, protection, and facilities, maintaining family harmony by always considering the best for the child, according to the conditions and abilities of the parents. Based on the PP above, parents must provide parenting and education with love and provide the best for children according to their abilities.

Father's involvement is very important in children's lives such as accompanying, caring for, protecting, modeling, moral guidance, and educating children (Lamb, 2010). Father's involvement is especially needed when children are in early childhood, especially in the preschool stage. At this time, fathers can play a role in a variety of things, namely parenting and educational issues. Parenting, which used to go to the mother, now provides an opportunity for fathers to participate and take part in the process of care and education. However, in reality, working fathers have little time to look after, educate, nurture, and care for their children (Munjiat, 2017).

The weak involvement of fathers is reflected in the national survey on the Quality of Indonesian Childcare in 2015 (Setyawan, 2017) A study conducted by the Indonesian Child Protection Commission on fathers' involvement in childcare showed that only about 26.2% of participants (fathers) were involved in childcare. As a result, the role of mothers is still very dominant in all indicators measured. Fathers' involvement is only slightly superior in technology issues related to digital media provision and supervision. Fathers passed on masculine traits of assertiveness and courage while mothers passed on feminine traits of affection, painstakingness, and fine motor skills. Other research results

related to the low role of fathers affecting children's character with the results of the absence of the role of fathers both physically and psychologically has a very important impact and role on child development. Without the role of the father, children will be inferior and difficult to adapt, psychological maturity slows down and children tend to run away from problems and get emotional when facing problems (Munjiat, 2017).

The definition of fathering varies between cultures, this is because different cultural groups form different definitions of parenting functions for both fathers and mothers. Fathering is the role that a person plays in children, as part of the family system, community, and culture. Good fathering reflects a father's positive involvement in parenting through affective, cognitive, and behavioral aspects (Hidayati et al., 2011). Fathers are primarily responsible for the financial needs of the family. Mothers are responsible for basic care. Playing with children, emotional support, monitoring, and matters related to discipline and rules tend to be shared by both fathers and mothers.

Paternal Involvement is an extension of the father's role in the form of behavioral involvement in childcare. There are two concepts or models of paternal involvement (Sanderson & Thompson, 2002) namely responsible parenting and generative parenting Lamb, (2010) his book "Biosocial Perspective on Paternal Care and Involvement", puts forward the concept of responsible fathering in three main dimensions of father involvement, namely: father's involvement, father's accessibility, father's responsibility, and father's responsibility.

Parenting involves direct interaction between fathers and their children, for example through playing, teaching something, or other leisure activities. Forms of interaction include fathers eating with their children, putting on clothes, talking, playing, and doing homework. A father's involvement in educating children is defined as how much effort a father makes in thinking, planning, feeling, paying attention, monitoring, evaluating, worrying, and praying for his child. From the child's perspective, father involvement is associated with providing opportunities for the child to do things, caring, support, and security. Children whose fathers are involved in their care will have good social and cognitive skills and high self-confidence. This happens when fathers develop positive parenting models. Involvement will have a negative effect if in his parenting practices, the father exhibits negative behaviors, and involves physical punishment.

From the above, it can be concluded that a father's involvement in educating will bring great benefits to children's development, only if the involvement is suitable, warm, positive, constructive, and facilitates children's development. Based on the author's observations and interviews with several informants, the existing problem is the low

involvement of fathers in educating children, this is due to the traditional view that the father's involvement in caring for children is in terms of earning a family income. However, the hope is that working fathers will still have more time to be with their children during their growth and development.

METHOD

This research is a descriptive survey research. Survey research is a study conducted without intervening in the research subject (community). In descriptive survey research, research is directed to describe the natural conditions that exist at a certain time in a community or society (Morrison, 2017). This research model is the best method to obtain and collect original data to describe the state of the population. Research used to measure the attitudes and orientations of people in the population toward a social case (Morrison, 2017). The descriptive research method is a research method carried out with the main objective of creating a picture or description of an objective situation. The objective situation in question without giving treatment so that the data obtained is there (Roosinda et al., n.d.).

RESULTS AND DISCUSSION

This study aims to determine the involvement of fathers in educating early childhood from the dimensions of paternal engagement in Ternate City. The Paternal Engagement dimension is a form of direct father involvement with children. Forms of involvement with the interaction between father and child (Parmanti & Purnamasari, 2015). Based on the table below, the total score of data collection results on the involvement of fathers in educating children who interact directly or the dimensions of paternal engagement in Ternate City with a total of 256 respondents with 10 statements, that there were 4% who answered Never, 18% who answered Sometimes, 29% who answered Often and 49% who answered Always.

Based on the data, the father's involvement in educating children directly or the paternal engagement dimension in Ternate City is in the Always category with the highest score of 49%.

Table 4. Paternal Engagement Score

		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
Score	1	3	11	15	46	2	16	16	2	4	2
	2	38	55	32	98	30	77	43	23	36	22

	3	59	90	78	70	88	91	94	60	58	50
	4	156	101	130	42	136	70	103	181	158	182

Table 4 Percentage of Paternal Engagement

Score	Paternal Engagement	Percentage
1 = Never	117	4%
2 = Sometimes	454	18%
3 = Often	738	29%
4 = Always	1259	49%

Based on questionnaire data and interview results, the following data were obtained:

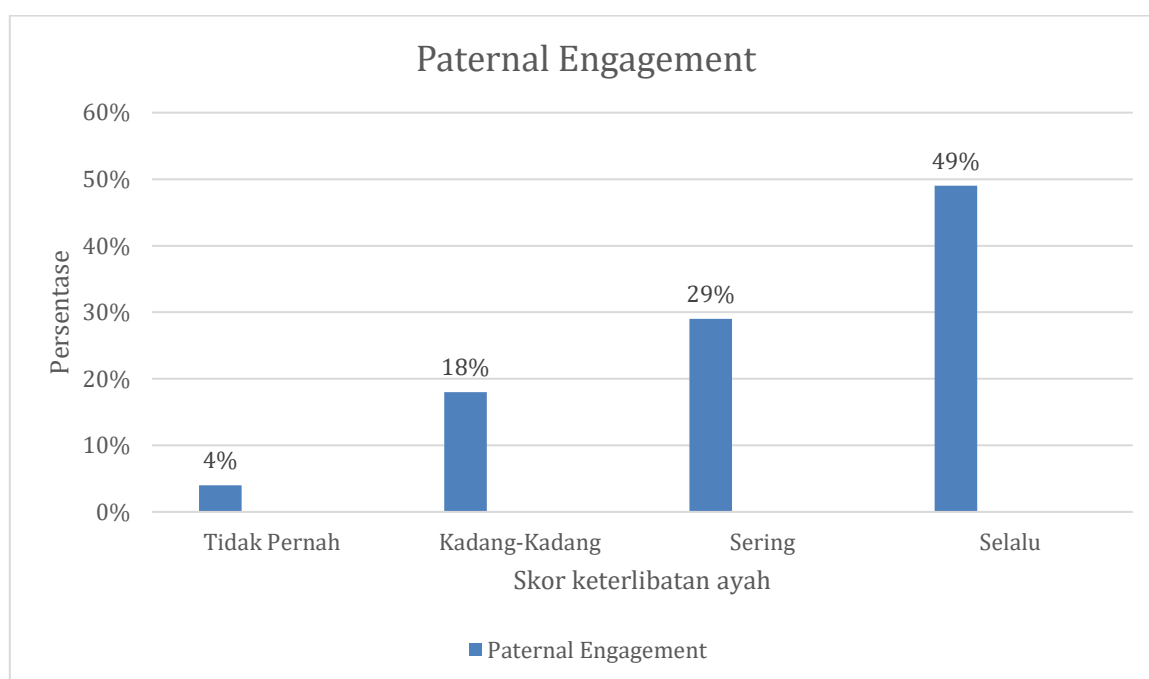


Figure 4: Percentage Chart of Paternal Engagement

Based on the graph above, fathers educate children directly by interacting with 49% of the total 256 respondents. This shows that fathers have often taken part in educating early childhood, reinforced by interview data that fathers have carried out direct parenting by playing with children in the house, teaching children when they have new games, talking to children, and caressing children by rubbing children's heads.

The concept of father involvement in parenting affects three domains, namely cognitive, affective, and behavioral, which are continuously provided with stimuli such as

spending time together, level of involvement, importance of involvement, openness, and closeness. Palkovits (Asy & Ariyanto, 2019) suggests that fathers can be involved in their children's lives in fifteen ways: communicating, being a teacher, monitoring, and supervising, being involved in the child's process, providing, showing tasks, nurturing, being involved in the child's care, sharing fun things when needed, planning and sharing activities.

Nurturing means warmth, sensitivity, acceptance, reciprocity, understanding, and appropriate response to the child's needs (Wahyuni, 2021). Suggests that the concept of "*father involvement*" is more than just having positive interactions with children, looking close and comfortable, the relationship between father and child can understand and accept children. Parenting with these characteristics involves the ability to understand the child's condition and needs, and the ability to choose the most appropriate response both emotionally, affective, and instrumental. Involvement in parenting involves time, interaction, and attention. Involvement is an active participation and implies a sense of repetition.

This shows that in the paternal engagement/interaction dimension, fathers who provide direct care amounted to 49% of the total 256 respondents. This shows that fathers have often taken part in early childhood care, reinforced by interview data that fathers have carried out direct parenting by playing with children in the house and teaching children when they have new games (interaction), this is by Hart's opinion, namely the father as a friend for children including playmates (friend and playmate). Father caresses the child by rubbing the child's head (touch) by Hart's opinion (Jeffrey Rosenberg and W. Bradford Wilcox, 2006) namely, the father plays a role in giving affection. Father invites to talk to children (communication), this is in line with the opinion of Andayani (Parmanti & Purnamasari, 2015) which states that a father who is involved in parenting either physically contacts the child in the form of touch or play. In addition, this study is in line with the opinion of Benetti & Roopnarine (Abdullah, 2010) in the social engagement aspect, namely, the father has free time with the child to interact and the didactic engagement aspect, namely talking with the child.

CONCLUSION

Father's involvement in educating early childhood from the dimension of paternal engagement in Ternate City with the highest score of 49% in the Always category. This shows that the father's involvement in educating children almost reaches 50%. This is in Benetti & Roopnarine's opinion in the social engagement aspect, namely the father has free time with

the child to interact and the didactic engagement aspect, namely talking with the child. This is the theory of child language development, namely that fathers must train children to speak, invite children to sing or listen to music, invite them to play, take them for walks to public places, read picture stories or fairy tales, introduce the names of surrounding objects, and respond quickly when children speak (Sulastrri, 2019)

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