

Mother's Perception of Father's Involvement in Developing Social–Emotional Development of Early Childhood

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Abstract: One of the tasks of parents is to care for and care for children, the mother is in charge of taking care of the child and the father earns a living. But the role of the father when taking care of the child is forgotten. The involvement of fathers in caring for and caring for children has a good impact on children's development which includes social, emotional, physical and cognitive. But the role of the father when taking care of the child is forgotten. The involvement of fathers in caring for and caring for children has a good impact on children's development which includes social, emotional, physical and cognitive. Based on the above statement the purpose of this study is to determine the mother's perception of father involvement in developing social-emotional development as one of the developments that can be developed when fathers are involved in caring for and caring for early childhood. This study uses a descriptive method with a quantitative approach with data collection techniques through questionnaires followed by the analysis of the presentation of a frequency distribution. Based on the analysis of frequency distribution presentation data obtained from 14 participants showed that the score range is between 31-45 with a percentage of 80% -100%, so it can be concluded that the mother already understands about the involvement of fathers in developing social-emotional development of early childhood. Based on the results of these studies, researchers recommend informing widely about the importance of father involvement in developing early childhood social-emotional development.

Keywords: *mother's perception, father's involvement, social-emotional development, early childhood*

INTRODUCTION

Parenting and caring for children is a shared responsibility between father and mother. However, issues in the general community of childcare and care tend to be done by mothers and fathers only to serve as livelihoods (Killing-Bunga, Kiling, & Thoomaszen, 2016; Hobson & Noyes, 2011; Cabrera, Tamis-LeMonda, Bradley, Hofferth & E Lamb, 2000; Arnold & Wall, 2007; Bussa, Flower, Thoomaszen, & Killing, 2018). This is consistent with previous studies which explain that the mother's time to care for and care for children starts early without seeing the role of the father in caring for and caring for children (Arnold, 2007; Bussa, Kiling Bunga, Thoomaszen, & Killing, 2018).

The role of mothers and fathers in caring for and caring for children is different in their application, when fathers care for and care for children, fathers will tend to spend time doing various kinds of play activities while mothers will spend their time caring for and caring for children according to their daily activities (Arnold & Wall, 2007). Care and care for early childhood tends to be carried out by mothers, so there are many theories that have a research focus on mothers and early childhood, but now there are many studies that focus on the involvement of fathers in caring for and caring for early childhood (Brown, McRide, Shin & Bost, 2007).

In addition, based on the results of research conducted by Bussa, Kiling Bunga, Thoomaszen, & Killing (2018) Indonesian families place a man as a worker in the public sector

and women in the domestic sector so that it becomes one of the factors that influence community judgment, wrong the other is the father's function in the family, which is a firm breadwinner and educator for children, even though the father's participation in caring for, caring for and educating children early in an emotionally positive manner is able to shape the child's character to be positive.

The involvement of a father in nurturing and caring can be interpreted as an effort made by father in thinking, planning, feeling, paying attention, monitoring, judging and praying the best for children, so that the involvement of fathers in caring for, caring for and educating children early can shape the character of children. positive, competitive and improve adaptability (Wangge, Thoomaszen, Kiling-Bunga & Kiling, 2016; Bussa, Kiling Bunga, Thoomaszen, & Killing, 2018). Besides, the involvement of fathers in caring for, caring for and educating children from an early age will be a valuable experience for the father, because the father saw firsthand the growth and development of children. This is following the research conducted by Nelson III, Levitt and Fox (2011) which states that children who get support and familiarity with caregivers namely mothers and fathers at the beginning of life will be used as experiences for children in shaping behavior in the future. Besides, experience has an important role in the behavior of children from an early age so that the father and mother as caregivers are expected to be able to provide the best experience for children in understanding the surrounding environment.

Parenting is carried out fatherly intensely and sensitively to children will have an impact on cognitive abilities, language, and social-emotional behavior (Shannon et al., 2002; Ryan, Martin & Brooks-Gunn, 2006; Mesman, Van Ijzendoorn, & Bakermans-Kranenburg, 2012). In this study, the developmental aspects to be examined are the social-emotional development of early childhood, because based on the results of observations in the field, this development is less attention compared to academic abilities. Based on the results of research conducted by Ashdown & Bernard (2012) states that in addition to cognitive development, children's social-emotional development is a major factor in developing children's academic abilities. This is supported by the results of a study conducted by Barret & Pahl (2007) that social-emotional development becomes an important key during childhood. In developing emotional social development for early childhood, fathers can tell various kinds of emotions such as anger, pleasure, or sadness, not only mothers as caregivers who care for children even a father can change negative children's behavior to be positive (Rinaldi, 2013).

Therefore, based on the explanation above, there are research questions to be revealed, namely the extent to which maternal perceptions understand father involvement in developing early childhood social-emotional development?. The purpose of this study was to determine the understanding of mothers on father involvement in developing early childhood social-emotional development.

RESEARCH METHODOLOGY

This study uses descriptive methodology because this method will explain and identify the symptoms, events, and events objectively obtained from the results of collected data and make conclusions that apply generally in the form of descriptive (Sugiyono, 2012; Margareta, 2013). Descriptive method in this study uses a quantitative approach that aims to describe and explain a phenomenon, event or event at this time in the form of numbers that have meaning (Sudjana in Margareta, 2013), because researchers want to see, describe and explain the mother's perception of father involvement in developing early childhood social-emotional development.

In this study, data collection was obtained from questionnaires given to 14 mothers in Cimahi Tengah sub-district, Cimahi city as the location and subject of the study. After the research data was obtained, the data were analyzed by simple static analysis, namely descriptive analysis technique which was then calculated by analyzing the percentage frequency distribution. The purpose of the study with descriptive research method with a quantitative approach to explain the description of respondents is about father involvement in developing early childhood social-emotional development seen from the perception of the mother described from the percentage of a frequency distribution.

RESULTS AND DISCUSSION

Results

Data analysis in the study used the frequency distribution percentage analysis as follows.

$$P = \frac{\sum f}{n} \times 100\%$$

Figure 1. Analysis formula for frequency distribution percentage

Before using the formula, some steps must be done, namely determining the ideal maximum score value and ideal minimum score, followed by the stages of finding the ideal score range and score interval. From this stage, the criteria for a mother's perception of father involvement in developing early childhood development are obtained. Based on the results of the study obtained:

1. The ideal maximum score is obtained from the number of statements multiplied by the highest score to obtain a value of 45.
2. The minimum score obtained from the number of statements multiplied by the lowest score is 15.
3. The ideal score range obtained from the ideal maximum score minus the ideal minimum score so that the value of 30 is obtained.
4. The score interval is obtained from the score range divided by 2, namely 15.

Based on these stages the criteria for maternal perception of father involvement in developing early childhood social emotional development are as follows:

Table 1 Maternal Perception Criteria for Father's Engagement in Developing Emotional Social Development of Early Childhood

No.	Category	Score Range	Interpretation
1.	Always	31-45 (80% - 100%)	Mothers already understand about the involvement of fathers in developing early childhood social development
2.	Rarely	16-30 (50% - 70%)	Mother began to understand about father's involvement in developing early childhood social development
3.	Never	0-15 (< 50%)	Mothers do not understand the involvement of fathers in developing early childhood social development

Information:

31-45 or 80% - 100%: very understanding

16-30 or 50% - 70%: enough to understand

0-15 or <50%: lack of understanding

Based on the results of the study above the value of the analysis of the percentage of a frequency distribution is in the results of 31-45 or 80% - 100%, so it can be concluded that mothers are very understanding about the involvement of fathers in developing early childhood social-emotional development.

DISCUSSION

Family involvement is a factor that children need from an early age in developing various aspects of development that exist in children (Naomee, 2013). Family members who need children from an early age are parents who include father and mother. The role of father and mother in caring for, nurturing and educating early childhood is different. According to Arnold and Wall (2007), the time that a father has with a child is more likely to play a game than the time that a mother has with a child when the mother is more used to raising children. Besides, the role of mothers in caring for and caring for children is more indicated by a gentle and caring attitude while fathers show wisdom and discipline (Chae & Lee, 2011).

One of the development aspects that will be examined is the aspect of the social-emotional development of early childhood. Social-emotional development has an important role early on, but based on field results and the results of research conducted by Barret and Pahl, the goal of early childhood education is that children can read, write and count compared to aspects of children's social-emotional development. If aspects of cognitive development and social-emotional development of early childhood are stimulated properly and correctly can be predicted that children will get achievements in the academic field (Ashdown & Bernard, 2012). If aspects of cognitive development and social-emotional development of early childhood are stimulated properly and correctly can be predicted that children will get achievements in the academic field (Ashdown & Bernard, 2012). However, the social-emotional development of early childhood is less attention compared to cognitive development including academic abilities, namely reading, writing and arithmetic.

In developing children's social-emotional development from an early age, the role of parents is very important for children to adapt to their environment because parents are the first environment for children to learn to understand their environment. Parents include father and mother, a father has the same important role as the mother's role in caring for and caring for children early especially on aspects of children's social-emotional development since the child is two years old, a father can introduce and teach children to regulate their emotions (Novela, 2019; Cabrera, Shannon, & LeMonde, 2010). Besides the involvement of fathers in caring for and caring for children will have an impact on aspects of cognitive development, social-emotional, and language (Cabrera, Shannon, & LeMonde, 2010).

The care that the father gives to the child includes the dimensions of Engagement, accessibility dimensions, and responsibility dimensions. The dimensions of engagement include direct interaction between father and child, accessibility dimensions including father's physical and psychological readiness to the child, and the dimensions of responsibility include father's participation in caring for and ensuring the welfare of their children (Nai'imah and Herdian, 2017).

The focus in this study is the involvement of fathers in developing social-emotional development seen from the mother's perspective, because mothers have more time with children than fathers, but research conducted by Cabrera, Shannon, & LeMonde (2010) states that father involvement in the aspects of cognitive, social and emotional development in early childhood it looks more unique and interesting than the involvement of mothers and children.

Based on the statement above, this study explains the mother's perception of father involvement based on these three dimensions, namely, engagement, accessibility, and responsibility for social-emotional development. The results showed that mothers were very aware of the father's involvement in developing early childhood social-emotional development. I understand that children need a father figure to show the other side that mothers cannot necessarily show, this is consistent with the research conducted by Arnold and Wall (2007) which states that fathers can be disciplinary, sex models, playmates and become friends with children, because the care that mothers give to early childhood tends to be gentle and caring differently than fathers who tend to show wisdom and discipline (Chae & Lee, 2011). This will have an impact on the social-emotional development aspects of early childhood if the father is not involved in caring for and caring for the child. This is consistent with the results of research conducted by (Brown, Mcride, Shin & Bost, 2007) which shows that if father involvement shows a low value, the level of the father's positive influence when interacting with the child will show low results, but if the father shows a high level of influence during interaction with children the results obtained are the same, namely high.

The involvement of fathers in developing aspects of children's social-emotional development will have an impact on children's self-esteem that increases, encourages children to compete, and can take risks (Ashdown & Bernard, 2012; Cabrera, Tamis-LeMonda, Bradley, Hoffert E Lamb, 2000). However, based on the results of interviews with several mothers, there are concerns about the involvement of fathers in developing aspects of early childhood social-emotional development because at this time the father acts as a breadwinner so that having time for children will also decrease. This is in line with the research of Cabrera, Shannon, & LeMonde (2010) which states that fathers are less sensitive in developing aspects of cognitive, language and social-emotional development.

CONCLUSION

Based on the results of the research obtained and analyzed with previous research, it was shown that mothers have perceptions that show that father involvement has an important role in developing aspects of social-emotional development of early childhood because several attitudes tend to be rarely found in parenting such as showing attitude-wise and disciplined. Besides developing aspects of social-emotional development of early childhood need to be a concern for mothers and fathers because social-emotional development that is less stimulated will have an impact on other aspects of development, so mothers and fathers need to work together in stimulating and developing aspects of early childhood social-emotional development.

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