

# Effect of Father's Involvement in Early Childhood Education

Rohmalina<sup>1</sup>, Ghina Wulansuci<sup>2</sup>

<sup>1</sup>Intitut Keguruan Ilmu Pendidikan Siliwangi (Jl. Terusan Jend. Sudirman, Cimahi)

<sup>2</sup>Intitut Keguruan Ilmu Pendidikan Siliwangi (Jl. Terusan Jend. Sudirman, Cimahi)

1rohmalina@ikipsiliwangi.ac.id, 2ginawulansuci@gmail.com

**Abstract:** Father not only helps breadwinners, but fathers are also able to care for and care for their children as mothers do. This has been proven by science that father involvement has an important role to be involved in the care and care of children physically and psychologically especially in the process of children's education. The purpose of this study is to find out the extent to which a father's involvement follows the development of children in school. This study uses ex post facto research method with causal design comparative research using questionnaires as a technique of collecting data and processed by data analysis of one sample t-test. From these results it can be concluded that the level of influence of father involvement on early childhood education is at the highest 70% than expected. From the above statement it can be concluded that the involvement of fathers influences the educational process of children in school, therefore the researcher recommends to the school to involve fathers in school activities so that the relationship between father and child is well established

**Keywords:** *father's involvement, education process, early childhood*

## INTRODUCTION

At present, the role of fathers in the care of early childhood is increasingly being paid less attention, because in the 20th and 21st centuries the role of fathers is increasingly less attention. At this time, a father's role is only as a family supplement (Cabrera, Tamis-LeMonda, Bradley, Hofferth, & E lamb, 2000). Based on the results of research conducted by Arnold & Wall (2007), the role of fathers is largely forgotten because the media tells too much about the role of mothers when caring for and caring for children compared to telling father involvement, even though the father has time for children but some articles only explain the role of father is as a breadwinner so he does not have time to participate in caring for and caring for children.

When fathers are involved in caring for and caring for children, they indirectly provide opportunities for mothers and other families to rest (Hobson, & Noyes, 2011). The experience given by the father and mother to the child will help the child to go through the stages of development at the beginning of the first year of life including the structure and function of the brain towards cognitive, language and emotional development (Belsky, & De Haan, 2011). Based on the explanation above, the role of father and mother's role is very much needed by children, not only children need the role of mother in caring and nurturing, but father's role is needed to explain that a father has a role as disciplinary and is able to introduce outsiders through playing with father (Chae & Lee, 2011; Dumont & Paquette, 2012).

Influence on aspects of early childhood development, one of which is a school institution for early childhood, better known as pre-school or early childhood education. Based on Law No.20 of 2003, Early Childhood Education (PAUD) is an effort to provide guidance to children from birth to age six years through the provision of educational stimuli to help growth and physical and spiritual development so that children have readiness in continuing further education.

In addition to parents, the surrounding environment has an In optimizing the development of early childhood, the association of children's education is not only families but children will be

introduced to a wider educational environment, one of which is school. According to Syaripudin and Kurniasih (2012) schools are formal educational institutions that develop learning activities carried out by special officers by arranging in a planned manner the prescribed values and norms for achieving educational goals. In school institutions, there are three components of the school that is very much needed in learning activities, namely students, teachers, and curriculum.

One component that will be discussed in this study is school teachers, especially schools for early childhood or Early Childhood Education (PAUD). Educators or teachers are adults who are responsible for the education of students and intentionally help students achieve maturity (Syaripudin & Kurniasih, 2012, p. 68). Based on the above statement PAUD educators have an important role in developing early childhood development, so that educators are able to manage learning activities ranging from planning, implementing and assessing the learning process of children, especially planning parenting programs especially for fathers to be involved in caring for and caring for children.

The results of previous studies indicate that father involvement has a significant role. This is consistent with the results of research conducted by Septiani and Nasution (2017) on the involvement of fathers in care for the development of children's moral intelligence which shows that there is a relationship between the role of father involvement and early childhood moral intelligence. In addition, the involvement of fathers who take part in caring for and caring for children tends to have positive personalities such as being ready to compete in the current era of globalization, having confidence in the abilities they have and being able to take risks and be responsible for all the risks they take (Cabrera, Tamis-LeMond, Bradley, Hofferth, & E lamb, 2000).

According to Lamb, Pleck, Chernov & Levine, 1987; Mariglio, et al., 200 (in Andrew, Luckey, Bolden, Whiting-Fickling & Lind, 2015; Nai'mah & Herdian, 2017) there are three dimensions of father involvement in the field and caring for children including engagement, which is the time father gives to children through direct interaction between the father and the child, accessibility to the presence and willingness of the father physically and psychologically to the child and responsibility, namely the responsibility of the father in the care and guarantee of child welfare.

Based on this background, it shows that father involvement in early childhood education needs to be considered by the school institution, especially the teacher because the teacher will assess the attitudes and behavior of the child during teaching and learning activities. Therefore, the question that can be asked in this study is whether there is an influence of father involvement in early childhood education ?. The specific questions in this study are what is the influence of father's accessibility on early childhood education?

Therefore, the purpose of this study is to determine the extent of father's involvement in early childhood education, so that the results obtained can be informed back to parents, schools, communities, and policymakers about the involvement of fathers in early childhood education to be considered in the concept of early childhood education.

## **RESEARCH METHOD**

This study uses quantitative research methods with the type of research method is *ex post facto*, because researchers want to know a phenomenon that has occurred, so the cause of the phenomena can be explained. *Ex post facto* research is a study in which the independent variable has occurred when researchers began to observe the dependent variable because of the

development of an event naturally, so that the variables are seen as they are without the treatment given to the group (Sukardi, 2013; Nasir, 1999; Furchan, 2002). Researchers in ex post facto research do not provide treatment or manipulation to groups so that changes in research variables have occurred (Sudharma, 2013). In this study, researchers used a causal-comparative research approach (comparative causal research) because researchers identified the effect of one variable on other variables to look for possible causal variables (Widarto, 2013).

In this study, the phenomenon that will be seen is the involvement of fathers in caring for young children in terms of teacher perceptions, so that the research variable consists of a father's involvement in caring for early childhood as the dependent variable and teacher perceptions as independent variables. The sample in this study were the teachers in the Cendrawasih integrated Gugu of Cimahi Tengah Subdistrict, Cimahi City with a total sample of 15. Data were obtained from instruments that were tested beforehand, after being declared valid, the instruments were changed to questionnaires with several statements of nine. Analysis of the data used in SPSS. 20

## RESULTS AND DISCUSSION

### Results

The data obtained is then processed to determine the extent of teachers' perceptions of the involvement of fathers in caring for early childhood through the SPSS version 20.0 application. The data was analyzed through testing data normality, homogeneity, and hypothesis testing through the SPSS version 20 application.

**Table 1.** Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
persepsi_guru	.141	15	.200 <sup>*</sup>	.949	15	.503

Based on table 1, the results of the normality test show that the data is normal because of the sig value. in the Kolmogorov, Smirnov table shows the result of 0.200, due to the sig value.  $0.200 > 0.05$  then the data is normally distributed. After testing the data normality, the next step is testing homogeneity. Based on the results of the research data, because the data does not have a comparison because the samples taken are one group.

The data obtained shows that the data are normally distributed so that to find out teacher perceptions of the involvement of fathers in caring for children will be tested using the one-sample t-test because the variables compared are one variable.

**Table 2.** One-Sample Test

Test Value = 0						
T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
				Lower	Upper	
18.671	14	.000	15.933	14.10	17.76	

Based on the results of the one-sample t-test the kana shows the result that the t value is 18,671 To find out the average teacher's perception of the involvement of fathers in caring for young children in the integrated paradise group, then the t-test needs to be compared with the t table value according to the number of samples taken, so that the calculated t value is 18,671

and the  $t$  value of 1.761 obtained the results that the value of  $t$  arithmetic  $18,761 > 1,761$  for the value of  $t$  arithmetic, then  $H_0$  is rejected. Therefore it is found that the level of father involvement in early childhood education is at the highest 70% than expected. From the above statement, it can be concluded that the involvement of fathers influences the educational process of children in school, therefore the researcher recommends to the school to involve fathers in school activities so that the relationship between father and child is well established.

### ***Discussion***

At present in the field of education, parents and families have important contributions to be considered such as educators, students, and administration to be involved in the process of learning and teaching activities, but there are some parents who are hesitant to get involved in early childhood education, one of them is a father. Based on research conducted by Green & Cooper and McBride et al (in Tadi, 2018) states that fathers seem hesitant to get involved in early childhood education so that fathers lag behind information compared to mothers related to child development in school. This is consistent with the results of the research obtained, which is that father involvement does not affect the process of early childhood education.

However, at present, research related to the involvement of fathers with early childhood has been carried out. One of them is a study conducted by Hobson & Noyes (2011) which states that fathers who are involved in childcare and care from an early age have a positive attitude towards father. This study explains that when fathers are involved in caring for and caring for children early, the father has an emotional bond with the child so that when the child is happy, the father will be happy.

Also, father involvement has an impact on aspects of early childhood development. In the content of the early childhood education curriculum, there are six development programs developed including aspects of the development of religious and moral values, physical motor, cognitive, language, social-emotional and art (Permendikbud, 2014). Based on these statements the involvement of fathers in caring for and caring for children early on is able to develop almost all aspects of child development, this is in line with research conducted by Cabrera, Shannon & LeMonde (2010) which states that father's relationship with early childhood has a significant influence on cognitive, language and social-emotional development. Based on previous research, it can be concluded that father involvement has an impact on aspects of early childhood development, where the developmental aspects developed by the teacher have the same goals as those taught by the father, therefore it can be concluded that school institutions, especially teachers, have a direct relationship with children. provide experience in solving the problems it faces so that teachers and parents especially fathers need to be involved in the process of teaching and learning activities.

As for the things that need to be considered by practitioners, one of them is early childhood teachers who cover five dimensions of practitioner audibility that are interrelated, among others: 1. making good communication, comfortable for students, 2. teaching-learning to children to improve development and learning, 3. building a curriculum approach, 4. assessing children's development and learning, 5. determining reciprocal relationships with parents or family (Phajane, 2014). Based on this statement, early childhood education teachers need to have cooperation with parents, especially fathers, in developing aspects of early childhood development. One form of collaboration that teachers can do is communicating development programs that fathers can do in stimulating aspects of child development, because father involvement has a positive impact on academic achievement in schools that is the focus and

purpose of school learning (Phajane, 2014; Aviles, Aderson & Davila, 2006; Barrett & Pahl, 2007; Foster, Young & Young, 2017).

According to Mulyasa (2013), teachers have an important role in children including (1) Teachers as instructors, meaning that teachers help students learn new things, form competencies, and master the standard material learned. However, with the development of technology, teachers now have a role as facilitators who provide learning convenience for students; (2) The teacher as a coach, meaning that the teacher is able to train students to form basic competencies according to the potential of each student; (3) The teacher is an advisor, meaning that the teacher should have special skills related to the psychology of students, both personality, mental and mental health, for example, teachers can help and understand children who have learning difficulties, so that children get the right solution to the problem; (4) The teacher is a model and role model, meaning that the teacher should have a good person who is able to be an example for students and even those in the surrounding environment. Based on the statement above, it can be concluded that the absence of fathers in caring for and caring for children will affect children's development, such as decreasing the social abilities of girls and boys where the child withdraws from his environment (Chae & Lee, 2011). This will have an impact on the role of the teacher in the process of teaching and learning activities because the teacher will plan to learn for children who lack the aspects of development so that stimulation is needed so that aspects of these developments can be improved.

## CONCLUSION

The teacher has an important role in teaching and developing various aspects of early childhood development, so it is necessary to know the extent of the teacher's perception of the involvement of fathers in early childhood education. When children are confronted with a problem, teachers and parents, especially fathers, can communicate to solve the problem, because the environment that children will recognize after the family is a school institution, one of which is the teacher. Based on the results of this study it was found that father involvement has a significant influence on early childhood education based on teacher perceptions, so teachers need to be informed of the importance of father involvement in early childhood education, because father involvement in early childhood education will have an impact on academic achievement in schools that are the focus and purpose of the teacher in the process of teaching and learning activities, so that in practice the teacher can plan special programs between father and son so that fathers know about the growth and development of children.

## REFERENCES

- Andrews, A.B., Luckey, I., Bolden, E., Whiting-Fickling, J., & Lind, K.A. (2004). Public Perception About Father Involvement. *Journal of Family Issues*. 25 (5), pp. 603-633.
- Arnold, S., Wall, G. [2007] How is Involved Fathering? An Exploration of The Contemporary Culture of Fatherhood. *Gender and Society*. 21(4), pp 508-527. DOI: 10.1177/0891243207304973
- Aviles, A.M., Anderson, T.R., & Davila, E.R. [2006]. Child and Adolescent Social-Emotional Development Within the Context of School. *Child and Adolescent Mental Health*. 11 (1), pp 32-39. DOI: 10.1111/j.1475-3588005.00365.x
- Barret, P.M. & Pahl, K.M. [2007]. The Development of Social-Emotional Competence in Preschool-Aged Children: An Introduction to the Fun FRIENDS Program. *Australian Journal of Guidance & Counselling*. 17 (1). pp 81-90. DOI:

<http://doi.org/10.1375/ajgc.17.1.81>

- Belsky, J., & De Haan, M. [2011]. Annual Research Review: Parenting and Children's Brain Development: The End of The Beginning. *Journal of Child Psychology and Psychiatry*. 54 (4). pp 409-428. DOI: <http://onlinelibrary.wiley.com/doi/10.1111/j.1469-7610.2010.02281.x/full>
- Cabrera, N.J., Tamis-LeMonda, C.S., Bradley, R.H., Hofferth. S., & E Lamb, M. [2000] Fatherhood in the Twenty-First Century. *Child Development*. 27 (1). pp 127-136. DOI: 10.1111/146-8624.00126/abstract
- Cabrera, N.J., Shannon, J.D., & LeMonde, C.T. [2010]. Fathers' Influence on Their Children's Cognitive and Emotional Development From Toddlers to Pre-K. *Applied Developmental Science*. 11 (4). pp 208-213. DOI: 10.1080/10888690701762100
- Chae, J. Y., Lee, K.Y. [2011]. Impacts of Korean Fathers' Attachment and Parenting Behaviour on The Children's Social Competence. *Social Behaviour and Personality*. 39 (5). pp 627-644. DOI: 10.224/sbp.2011.39.5.627
- Dumont, C, & Paquette, D. [2012]. What about the child's tie to the father? Anew insight into fathering, father-child attachment, children's social-emotional development and the activation relationship's theory. *Early Child Development and Care*. 18 (3-4), pp 430-446. DOI: 10.1080/03004430.2012.711592
- Foster, M.D., Young, J.R., & Young, J.L. (2017). Teacher Perceptions of Parental Involvement and The Achievement of Diverse Learners: A Meta-Analysis. *JEEL*. 5 (4), pp. 1-18.
- Furchan, A. (2002). *Pengantar Penelitian Pendidikan*. Surabaya, Usaha Nasional.
- Hobson, L., Noyes, J. [2011] Fatherhood and Children with Complex Healthcare Needs: Qualitative Study of Fathering, Caring and Parenting. *BMC Nursing*. 10 (5). pp 1-13. DOI: 10.1186/1472-6955-10-5.
- Mulyasa, E. (2013). *Menjadi Guru Profesional*. Bandung: PT Remaja Rosdakarya.
- Na'imah, T., & Herdian. (2017). Pelatihan Fathering untuk Meningkatkan Peran Penting dalam Pengasuhan Pada Kelompok Orang Tua Anak Didik PAUD Sinar Mentari dan SD Islam Sinar Mentari. Seminar Nasional Hasil Penelitian dan Pengabdian Masyarakat. Purwokerto, 19 Desember 2017.
- Nasir, M. (1999). *Metode Penelitian*. Jakarta: Penerbit Galia Indonesia.
- Peraturan Menteri Pendidikan dan Kebudayaan (Permendikbud) Republik Indonesia, Nomor 137, 2014, tentang Standar Nasional Pendidikan Anak Usia Dini.
- Phajane, M.H. (2014). Exploring the Roles and Responsibilities of Early Childhood Teachers. *Mediterranean Journal of Social Sciences*. 5 (10), pp. 420-424
- Sukardi. (2003). *Metodologi Penelitian Pendidikan*. Yogyakarta: Bumi Aksara.
- Septiani D., & Nasution, I.N. (2017). Peran Keterlibatan Ayah dalam Pengasuhan bagi Perkembangan Kecerdasan Moral Anak. *Jurnal Psikologi*. 13 (2), pp.120-125.
- Sudharma, M. (2013). Keberhasilan Cabang Olahraga yang Membuat Program Latihan dan yang Tidak Membuat Program Latihan terhadap Hasil Tes Kemampuan Fisik Atlet Pelatkab Karawang Menuju Porda 2014 (Tesis, Universitas Pendidikan Indonesia, 2013). Retrieved from: <http://repository.upi.edu/3795/>
- Syaripudin T., & Kurniasih. (2012). *Pedagogik Teoritis Sistematis*. Bandung: Pecikan Ilmu.
- Tadi, P.S. (2018). Fathers' Participation in Early Childhood Education in New Zealand. Thesis. College Education University of Canterbury Te Whare Wananga o Waihata Christchurch, New Zealand.

Widarto. (2013). Penelitian Ex Post Facto. Disampaikan pada Kegiatan Pelatihan Metodologi Penelitian Pendidikan di Fakultas Teknik Universitas Negeri Yogyakarta Tanggal 27s.d. 28 Juni 2013. Retrieved from: <http://staff.uny.ac.id/sites/default/files/pengabdian/dr-widarto-mpd/8penelitian-ex-post-facto.pdf>