Vol. 4 No. 1 Edisi November – Januari 2027 E. ISSN. 3032-2472
Multidisciplinary Indonesian Center Journal (MICJO)
Journal page is available to
https://e-jurnal.jurnalcenter.com/index.php/micjo
Email: admin@jurnalcenter.com

THE RELATIONSHIP BETWEEN THE ROLE OF FATHERS IN CHILDCARE AND THE INDEPENDENCE OF CHILDREN AGED 5-6 YEARS IN BRINGIN VILLAGE, MALANG REGENCY

HUBUNGAN ANTARA PERAN AYAH DALAM PENGASUHAN ANAK DENGAN KEMANDIRIAN ANAK USIA 5-6 TAHUN DI DESA BRINGIN, KABUPATEN MALANG

Aprillia Dwi Kartika[1*], Eny Nur Aisyah[2], Wuri Astuti[3]

[1*]State University of Malang, Email: aprillilaaak@gmail.com
[2]State University of Malang, Email: eny.nur.fip@um.ac.id
[3]State University of Malang, Email: wuri.astuti.fip@um.ac.id

*email koresponden: aprillilaaak@gmail.com

DOI: https://doi.org/10.62567/micjo.v4i1.3328

Abstract

Father involvement influences early childhood development, including independence. However, the phenomenon of fatherless countries in Indonesia has the potential to hinder children's independence. In addition, 65% of 40 children aged 5-6 years in Bringin Hamlet, Wajak Subdistrict, have a low level of independence. Therefore, this study aims to analyse the relationship between the role of fathers in childcare and the independence of children aged 5-6 years in Bringin Village, Malang Regency. The research method used is quantitative-correlational with a sample of 73 father-child pairs calculated using the Slovin formula and simple random sampling technique. Data collection was conducted using a questionnaire. Validity was tested using the sig formula, and reliability was assessed using Cronbach's Alpha. Data analysis techniques included descriptive analysis, inferential analysis, and hypothesis testing. The results showed that the majority of fathers in Bringin Village have fulfilled their parenting roles adequately, with an average score of 54.42. The level of independence among children aged 5–6 years has not developed optimally, with an average score of 67.51. There is a significant relationship between the role of fathers in childcare and the independence of children aged 5–6 years in Bringin Village, with a p-value of 0.000. Thus, the findings of this study emphasise the importance of the father's role in parenting to support the independence of young children.

Keywords : Children Aged 5-6 Years, Independence, Parenting, Role of Fathers.

Abstrak

Keterlibatan ayah memengaruhi perkembangan anak usia dini, termasuk kemandirian. Namun, fenomena "tanpa kehadiran ayah" (fatherless) di Indonesia berpotensi menghambat kemandirian anak.

Multidisciplinary Indonesian Center Journal (MICJO)
Journal page is available to
https://e-jurnal.jurnalcenter.com/index.php/micjo
Email: admin@jurnalcenter.com

Selain itu, 65% dari 40 anak berusia 5–6 tahun di Dusun Bringin, Kecamatan Wajak, memiliki tingkat kemandirian yang rendah. Oleh karena itu, penelitian ini bertujuan untuk menganalisis hubungan antara peran ayah dalam pengasuhan anak dengan kemandirian anak usia 5–6 tahun di Desa Bringin, Kabupaten Malang. Metode penelitian yang digunakan adalah kuantitatif korelasional dengan sampel sebanyak 73 pasangan ayah-anak, yang ditentukan menggunakan rumus Slovin dan teknik pengambilan sampel acak sederhana (simple random sampling). Pengumpulan data dilakukan melalui kuesioner. Validitas diuji menggunakan rumus signifikansi (sig), sementara reliabilitas dinilai menggunakan Cronbach's Alpha. Teknik analisis data mencakup analisis deskriptif, analisis inferensial, dan pengujian hipotesis. Hasil penelitian menunjukkan bahwa sebagian besar ayah di Desa Bringin telah menjalankan peran pengasuhan dengan cukup baik, dengan skor rata-rata 54,42. Tingkat kemandirian anak usia 5–6 tahun belum berkembang secara optimal, dengan skor rata-rata 67,51. Terdapat hubungan yang signifikan antara peran ayah dalam pengasuhan anak dengan kemandirian anak usia 5–6 tahun di Desa Bringin, dengan nilai p (p-value) sebesar 0,000. Dengan demikian, temuan penelitian ini menekankan pentingnya peran ayah dalam pengasuhan untuk mendukung kemandirian anak usia dini.

Kata Kunci : Anak Usia 5–6 Tahun, Kemandirian, Pola Asuh, Peran Ayah.

1. INTRODUCTION

Paternal involvement or *father Involvement* is a continuous paternal participation in childcare that contains aspects of frequency, initiative, and personal empowerment in the physical, cognitive, and affective dimensions (Suhadra et al., 2024). Physical and emotional involvement of fathers can have a positive impact on early childhood development, including independence (Pradana, 2023). Early childhood independence refers to the ability of early childhood to show confidence or complete an activity without being helped by others (Safitri & Ika, 2021). Therefore, independence needs to be instilled in children from an early age or in the age range of 5 – 6 years (Amaliana & Afrianti, 2022).

When a child aged 5 to 6 years has been able to know the religion adhered to, polite, sportsmanlike, respectful, helpful, behave honestly, know religious holidays, respect differences or tolerance and can maintain the cleanliness of the environment and personal hygiene, it can be said that he is an independent child (Firdausah et al., 2024). This independence can help children achieve success and get positive achievements and rewards in the future (Syifa et al., 2023). Independence can also shape early childhood into quality people with good social skills.

Family is the beginning where children are instilled with independence (Nursyafitri et al., 2024). The statement is in accordance with other statements that state that the family is the first and main educator in the process of children's education (Munaisra et al., 2023). Islamic education states that fathers have a role in childcare (Muryaningsih & Fauziyah, 2024). Therefore, the involvement of fathers in parenting plays an important role in child development. This is reinforced by previous research which shows that there is an increase in developmental outcomes in children with fathers involved in parenting (Maselko et al., 2019). In addition, other studies also stated that there was a positive influence on children's psychological adjustment of children with fathers involved in education and family life (Okeke et al., 2020). However, in Indonesia, the phenomenon *fatherless country* is increasingly becoming a concern. Indonesia is ranked third as a country with a less involved level of fathers. This situation can be attributed to the portrayal of fathers as fulfilling family needs and mothers taking care of children in Indonesia, being one of the factors that affect public perception of the role of fathers as fulfilling the family's economic needs (Khasanah & Fauziah, 2020). The impact of the absence of a father in parenting is that children will become individuals who easily give up, run away from problems, children become insecure and have low self-control (Arsyia Fajarrini & Umam, 2023).

Based on initial observations made by researchers starting from November 12 to December 6, 2024 in Bringin Hamlet, Wajak District, it was also found that 65% of 39 children aged 5-6 years had

Multidisciplinary Indonesian Center Journal (MICJO)
Journal page is available to
https://e-jurnal.jurnalcenter.com/index.php/micjo
Email: admin@jurnalcenter.com

a relatively low level of independence. The indicators used to assess children's independence include physical independence, sociability, sharing and recognizing emotions. The results of observations of independence of children aged 4-5 years in Bringin Hamlet, Wajak District, Malang Regency are presented in the following figure 1.1

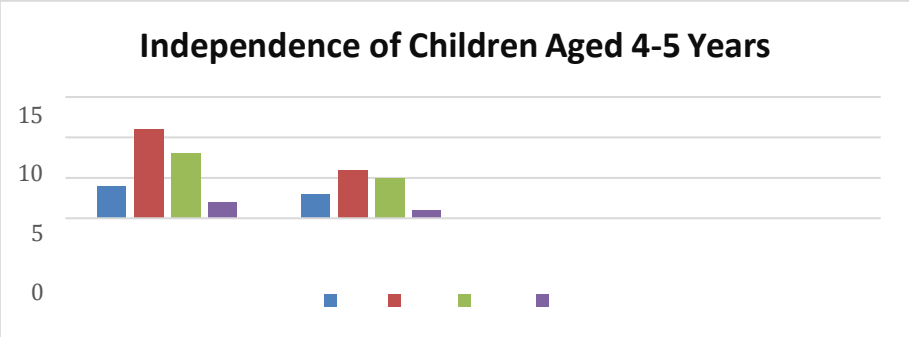


Figure 1.1 Early Observation Histogram of Child Independence

Father's involvement has a positive impact on children's cognitive, social, and emotional development. This statement is supported by several previous studies such as (Martono & Balimulia, 2023), Rizda and Muhammad (2021), and Rizqi and Nadya who show that father's parenting has a significant effect on children's independence. In addition, Desy (Ayuningrum, 2021). It is also stated that there is a significant relationship between father's involvement and children's independence. Based on theories that have been widely discussed and supported by various studies, the situation in the field shows that there is a significant gap between ideal conditions and reality. Therefore, the researcher wants to research the relationship between fathers' involvement in parenting and early childhood independence in Bringin Hamlet, especially about the phenomenon *fatherless* and its relationship with early childhood independence in Bringin hamlet, Wajak District, Malang Regency.

Problem Formulation

Based on the background discussion, the following issues need to be addressed:

1. How is the level of father's parenting role in Bringin Hamlet, Wajak District, Malang Regency, reviewed from the dimensions of Paternal Engagement, Paternal Accessibility, and Paternal Responsibility.
2. How is the level of independence of children aged 5-6 years in Bringin Hamlet, Wajak District, Malang Regency, reviewed from the aspects of physical independence, sociability, sharing behavior, and emotional control
3. Is there a significant relationship between the level of father's involvement in parenting and the independence of children aged 5-6 years in Bringin Hamlet

LITERATURE REVIEW

Theoretical Framework

To support this study, it is necessary to present theories related to the research problem and scope of discussion as a theoretical foundation.

Developmental Ecological Theory

The Theory of Developmental Ecology, developed by Urie Bronfenbrenner, is a comprehensive framework that explains that individual development is the result of dynamic interactions between individuals with various interrelated and layered environmental systems. These systems include microsystems, which are the closest and most direct environments experienced by individuals such as families and schools, where face-to-face interactions occur (Nursyafitri et al., 2024).

The Role of the Father

The role of the father is the active or direct involvement of a father in the continuous care of the child in cognitive, affective, physical, emotional, intellectual, and moral aspects (Nisa, 2023). The role of fathers mentioned by other researchers includes meeting the needs of children both financially, socially and spiritually, being a friend to children including playmates and discussion friends,

Multidisciplinary Indonesian Center Journal (MICJO)
Journal page is available to
https://e-jurnal.jurnalcenter.com/index.php/micjo
Email: admin@jurnalcenter.com

educating, caring for and loving children, protecting the family from harm and supporting children's abilities for the success of children (Arsyia Fajarrini & Umam, 2023). The active and continuous involvement of the father in various forms and aspects as well as the various roles of the father function in supporting the success of the child.

Definition of Early Childhood Independence

Independence is a condition in which a person can or is able to make decisions or do something without the help of others (Me & Listyaningrum, 2023). Another opinion states that an independent child is a child who has high self-confidence accompanied by intrinsic motivation as the key to Susanto Ahmad's child's independence (Zimmerman, 2021). Independence arises from the root word self with the prefix "to" and the suffix "an" and then forms a word or state or noun because self is a conscious word of independence (Musbikin Imam 2021)

Characteristics of Early Childhood Independence

Independence has characteristics, namely: Creatively children can express ideas easily understood, emotionally children can take responsibility for the activities they do themselves, mentally they are able to think for themselves and physically children are able to work alone (Astuti et al., 2022). The characteristics of early childhood independence are described by other experts as follows: children are easy and able to adjust to the environment, children do not depend on parents or others, children have a sense of confidence and responsibility, have a high sense of curiosity and want to try new things, children have motivation to get or do what they want (Fauziah, 2018).

2. RESEARCH METHOD

Types of research

In this study, the author uses a quantitative research method with a type of correlational research. According to (Sugiyono, 2018), quantitative research is a research method based on the philosophy of positivism to research a specific population or sample, and sampling is carried out randomly by collecting data using instruments, as well as statistical data analysis. The quantitative research paradigm is considered as a causal relationship between research variables (Sugiyono, 2018).

Research Site and Time

Research site

This research will be carried out in Bringin Hamlet, Wajak District, Malang Regency, with a focus on NU Proasih Kindergarten and TPQ Al-Hidayah. Initial observations were carried out from November to December, to collect data on the independence of children aged 5-6 years. Furthermore, the research will continue after the research instrument is validated to collect data on fathers' involvement in childcare and analyze the relationship between the two variables in more depth

Research period

Table 1. Research Timeline

Yes	Description	2025-2026			
		Jan-Feb	Tue-Apr	May-Jun	Jul-Aug
1.	Drafting Chapters 1, 2, and 3				
2.	Thesis Proposal Seminar				
3.	Data Collection				
4.	Data Processing				
5.	Data Analysis				
6.	Drafting Chapters 4 and 5				
7.	Completion of Research				
8.	Thesis Defense				

Operationalization of Research Variables

In this study, the research variables include the dependent variable (early childhood independence) and the independent variables (father's involvement in parenting).

Multidisciplinary Indonesian Center Journal (MICJO)
Journal page is available to
https://e-jurnal.jurnalcenter.com/index.php/micjo
Email: admin@jurnalcenter.com

Dependent Variable

The dependent variable in this study is independence (Y). Dependent (bound) variables are variables that are influenced or impacted by changes in independent variables (Sugiyono, 2018).

Table 2. Taxpayer Compliance Indicato

Variable	Indicator	Scale	Source
Early Childhood Independence	The child takes off his own shoes	Likert Scale	(Daviq Chairilsyah, 2023)
	The child refuses to complete the task assigned		
	Children eat lunches/snacks neatly		
	The child puts the bag in the place that has been provided		
	The child waits for instructions to tidy up the items that have been used		
	Children always respond to conversations with friends		
	Children are reluctant to look for ways to resolve minor conflicts with friends without adult help		
	Children easily initiate interactions with friends (greet friends who come)		
	Children are reluctant to follow the rules of the game in groups		
	Children play together with anyone		
	Children share new stories or experiences with friends		
	Child lending stationery with a friend		
	Children share food with friends		
	Children get angry when they have to share toys with friends		
	Children invite friends to color together		
	Son apologizes to friend after an argument		
	Children show empathy when they see others sad		
	Children wait patiently for		

Multidisciplinary Indonesian Center Journal (MICJO)
Journal page is available to
https://e-jurnal.jurnalcenter.com/index.php/micjo
Email: admin@jurnalcenter.com

	their turn to wash their hands		
	Children need help calming down when crying		
	Children stay calm when facing difficult situations		

Independent Variable Dad's Involvement

The independent variable in this study is the father's involvement in parenting (x).

Independent variables are variables that play a role in influencing or causing changes in dependent variables (Sugiyono, 2018).

Table 3. Tax Literacy Indicators

Variable	Indicator	Scale	Source
	Dad playing together with son		
Dad's Involvement	Dad helps son with schoolwork	Likert Scale	(Martono & Balimulia, 2023)
	Dad reading a book to his son		
	Dad has trouble attending important children's events (performances, children's birthdays, etc.)		
	Father doing housework with the child (cleaning the house)		
	Dad helps the child when the child needs help		
	Dad always responds to messages or calls from children		
	Dad answers the question the child asks		
	Dad takes time to travel with his children during work holidays		
	Dad is reluctant to listen to children's stories related to children's activities		
	Dad invites son to buy school supplies		
	The father delays going to the doctor when the child has a fever/illness.		
	The father gives options related to the activities that the child will do (the father gives the option of the child's vacation place)		
	Dad helps the child remember the activities the child has to do (dad reminds the child to go to school)		
	Dad has a Vision and Mission in Family Education		

Population and Sample Population

The population in this study is fathers who have children aged 5-6 years and children aged 5-6 years in two institutions in Bringin Hamlet which amount to 90 father-son couples, children and fathers can be people who are outside Bringin Hamlet but are in institutions in Bringin Hamlet. Population is a generalized area consisting of objects/subjects that have certain quantities and characteristics that are determined by the researcher to be studied and then the conclusion is drawn (Sugiyono, 2018) that the population is not only people, but also objects and other natural objects. Population is also not just the number of objects/subjects studied, but includes all the characteristics/properties that the subject/object has

Sample

Multidisciplinary Indonesian Center Journal (MICJO)
Journal page is available to
https://e-jurnal.jurnalcenter.com/index.php/micjo
Email: admin@jurnalcenter.com

The sample in this study was 73 father-son pairs taken using the slovin formula and taken from 3 institutions in Bringin Hamlet, namely TKM NU Proasih and TPQ Al-Hidayah. In quantitative research, the sample is part of the number and characteristics of the population. If the population is large, and the researcher may not be able to study everything in the population, for example due to limited funds, energy and time, then the researcher can use samples taken from that population (Waruwu et al., 2025).

Technical data collection

Data collection in this study focuses on two main types of sources, namely primary and secondary sources. Primary data was obtained directly in the field through observation techniques and questionnaire dissemination to respondents, while secondary data was collected from various supporting literature such as books, scientific articles, and other relevant documents (Sugiyono, 2019).

Primary Data

The researcher conducted observation techniques and questionnaires in this study. The observation technique was used to see the independence ability of children in Bringin Hamlet, Malang Regency. The questionnaire in this study was designed to obtain data on the involvement of fathers in childcare in Bringin Hamlet.

Secondary Data

Secondary data in this study comes from articles, journals, and books. Secondary data is a type of data that is not collected directly by the researcher from the research subject. This data is obtained from existing sources, namely documents, such as notes, reports, articles, journals, or archives (Sugiyono, 2019). Secondary data serves as complementary data to strengthen and complement primary data collected directly by researchers.

Data Analysis Techniques.

This study uses a quantitative method with a type of correlational research consisting of independent variables, namely the involvement of fathers in parenting (x) and dependent variables, namely independence (Y). In this study, the validity test uses the sig formula to test each statement item submitted to the respondent according to the characteristics needed using a significance of 5%. Meanwhile, the reality test uses the Cronbach Alpha formula on the condition that an item is said to be reliable if > 0.6 (Sugiyono:2019). After all items are valid and reliable, the next step is to conduct data analysis including descriptive analysis using mean calculation analysis techniques, median mode, and standard deviation. Next, an inferential analysis is carried out consisting of normality, linearity, and homogeneity tests. After meeting the requirements for normality, linearity, and homokedasticity, the next stage is to conduct a product moment correlation hypothesis test using the SPSS 26 version program which is carried out by looking at significance values

Descriptive Statistical Analysis

According to Rahim (2023), descriptive statistics is a data analysis method used to present, describe, and analyze data systematically, without the intention of generalizing findings to a population. The results of this analysis reflect only the characteristics of the data under study. Measures used in descriptive statistics include the number of respondents, minimum and maximum values, the mean, and the standard deviation.

3. RESULT AND DISCUSSION

Overview of the Research Subject

The overview of the characteristics of the study respondents presents data on the general characteristics of the study participants such as the age range of the father, the father's last education, the father's occupation, the age of the child, and the gender of the child. This data is presented to provide an overview of the characteristics of the respondents, but it is not further analyzed in relation to the main variables of the study. The data of this study was taken from a population of 96 father-son pairs and the sample used in the study was 73 pairs of fathers and children in Bringin Hamlet. Based on the characteristics of the study respondents, the majority of respondents were fathers aged 21 to 39

Multidisciplinary Indonesian Center Journal (MICJO)
Journal page is available to
https://e-jurnal.jurnalcenter.com/index.php/micjo
Email: admin@jurnalcenter.com

years old with farmer jobs, and the last education was high school. Meanwhile, the child respondents were dominated by children aged 4 years (37 children) and 5 years old (35 children) with female (47) and male (26) genders.

Respondent Profile and Criteria

To obtain accurate and representative data in examining the relationship between father's involvement in parenting and the independence of children aged 4–5 years, data were collected through a manual written questionnaire given to parents (fathers/mothers) and a direct observation sheet on the independence of children aged 4–5 years in Bringin Hamlet, Wajak Malang Regency. The process of collecting and selecting samples is described below:

1. Population and Data Collection Techniques: Data collection was carried out directly by giving questionnaires to parents in the classroom to visit the homes of parents who have children aged 4–5 years in Bringin Hamlet. The researcher gave a printed questionnaire to parents to measure the level of father's involvement in parenting. At the same time, the researcher conducted direct observation using observation sheet instruments to assess indicators of children's independence in daily activities at school. A total of 73 questionnaires and observation instruments were successfully collected by the researcher.
2. Sample Screening Process: From the 90 data pairs (parent questionnaire and child observation sheet) received, the researcher conducted verification and screening based on the following criteria:

- Child inclusion criteria: Be 4–5 years old at the time of the study, live with both parents, and be present at the observation session.
- Completeness criteria: The parent questionnaire is filled out completely without any fills being missed, and the child's observation sheet is filled out thoroughly from the beginning to the end of the activity.

The evaluation process identified 90 questionnaires/observations that were dropped due to incomplete questionnaire responses, incomplete children's observation sheets, or uncooperative children during the observation process.

3. Final Sample Selected: After excluding ineligible data, a total of 73 samples of valid respondents were obtained that met all the criteria to be processed using SPSS version 23. This sample of 73 parent-child data pairs serves as the main dataset for all stages of statistical analysis, ranging from instrument validity and reliability tests, classical assumption tests, to hypothesis testing.

Table 4. Research Criteria

Yes	Criteria	Does not meet criteria	Meets criteria
1.	Willing to fill out a questionnaire	0	80
2.	Be 4-5 years old when the study is ongoing	0	90
3.	Living with a parent	17	73

Discussion

Descriptive Statistics of Research Variables

Descriptive statistics include mean, standard deviation, minimum score, and maximum score, and provide information on the dissemination of data. Descriptive statistical analysis was conducted to describe the characteristics of research data on the variables of father's involvement in parenting (Variable X) and independence of children aged 4–5 years (Variable Y). A summary of descriptive statistics is presented in Table 1 below.

Table 5. Data Description of Father's Involvement and Child Independence Variables

Variable	Min Score	Max Score	Average (Mean)	Standat Deviation
Dad's Involvement (x)	43	63	54,42	5,058
Child Independence (y)	54	83	67,51	5,258

Based on Table 1, the variable of father's involvement in parenting () had a minimum score of 43 and a maximum score of 63, with a mean$X$ of 54.42 and a standard deviation of 5.058. Meanwhile, the independence variable of children aged 4–5 years () obtained a minimum score of 54 and a maximum score of 83, with an average score of 67.51 and a standard deviation of 5.258.Y

Multidisciplinary Indonesian Center Journal (MICJO)
Journal page is available to
https://e-jurnal.jurnalcenter.com/index.php/micjo
Email: admin@jurnalcenter.com

Test Analysis Requirements

The analysis requirements test presents the results of the classical assumption test required before conducting an inferential analysis. This test includes a normality test, a linearity test, and a homogeneity test.

1. Normality Test

The normality test aims to find out whether the data on the variables of father involvement and child independence are normally distributed. The results of the *Kolmogorov-Smirnov* test show a significance value of ()0,070 > 0,05. This proves that the data of the two variables are normally distributed.

2. Linearity Test

The linearity test is used to ensure a linear relationship between the father's involvement in parenting and the child's independence. Based on the results of the linearity test, it is known that the value of F is 1.595 with a significance value (Sig.) of 0.123 so it can be said that there is a linear relationship.

3. Homogeneity Test

Homogeneity testing is carried out to ensure that the variance of the data is uniform. Based on the results of *the Levene test* for DPA (Suspected Role of the Father). Based on the Mean, *the Levene Statistic* value is 4.371 with a significance (Sig.) of 0.071. Because the p-value *of Levene's Test* (0.071) is greater than 0.05, the assumption of variance homogeneity is fulfilled

Hypothesis Test

The hypothesis test was carried out to test the research hypothesis regarding the relationship between the variables of the Father's Role and the Independence of the Child**.** Based on the test of the dapoat hypothesis, it was known that the Sig.(2-tailed) value of the variable of the child's independence (Y) and the variable of the role of the father (X) showed the number of .000. Because the p-value was smaller than the standard significance level of 0.05, it was concluded that there was a relationship between the role of the father and the independence of the child. The results of the hypothesis test are presented in the following table 8:

Table 6. Hypothesis Test

		Child Independence (Y)	Father's Role (X)
Pearsons Correlation		1	.624
Child Independence (Y)	Sig. (2-tailed)		.000
	N	73	73
Father's Role (X)	Pearsons Correlation	.624	1
	Sig. (2-tailed)	.000	
	N	73	73

The Condition of the Father's Parenting Role in Bringin Hamlet

Based on the results of the study, it shows that the role of father's parenting in Bringin Hamlet is included in the good category. This can be seen from the average total score of the father's role which reached 54.42, showing that most fathers are already involved in various aspects of parenting such as often playing with their children, helping with schoolwork, and feeling fully responsible for their children's needs and future. However, based on the*Paternal Commitment* shows that the father still has difficulty attending important events for the child such as performances or birthdays. In fact, the presence of the father at these important events means a lot to the child because it can build emotional bonds and give a sense of appreciation (Wahyuni et al., 2021).

In addition, on the dimensions*Paternal Accessibility* shows that fathers are reluctant to listen to children's stories related to their activities so that there is*Accessibility*which is psychologically low. In fact, the presence of the father psychologically, namely the willingness to listen and respond to the child, is very important to build a child's sense of security and confidence (Martono & Balimulia, 2023). Next on the dimensions*Paternal Responsibility* indicate that the father delays going to the

Multidisciplinary Indonesian Center Journal (MICJO)
Journal page is available to
https://e-jurnal.jurnalcenter.com/index.php/micjo
Email: admin@jurnalcenter.com

doctor when the child has a fever or illness which reflects that there are aspects of responsibility that may not be optimal. Father's responsibilities include finance, as well as the fulfillment and understanding of the child's needs as a whole, including health (Wahyuni et al., 2021).

Overall, the role of fathers in Bringin Hamlet is good, but these specific findings suggest that there are some gaps that can be corrected. Increased awareness of the importance of presence at crucial moments, willingness to actively listen, and quick response to basic needs such as health, will further optimize the role of fathers in parenting. This is in line with the view that fathers' involvement is influenced by various factors, including motivation and social support (Wijayanti & Fauziah, 2020; Sari et al., 2023).

Condition of Independence of Children Aged 5-6 Years in Bringin Hamlet

Based on the observation results, it shows that the independence of children in Bringin Hamlet has not been fully developed optimally with an average total score of child independence of 67.51. This indicates that most children are still in the stage of "not yet independent" or "quite independent" based on the existing category. Based on the dimension of Physical Independence, it shows that children are reluctant to complete the tasks given and are still waiting for directions to tidy up the items that have been used, reflecting that they still lack initiative even though physical independence includes the ability to carry out daily activities independently and take initiative (Syafrina & Andini, 2021; Yamin & Sanan, 2013). In addition, the Good-bye dimension shows that children are reluctant to find ways to resolve small conflicts with friends without the help of adults and are reluctant to follow the rules of the game in groups. In fact, the ability to get along and adapt to the environment is an important characteristic of social independence (Fauziah, 2018; Ussolehah et al., 2023). The Sharing dimension shows that there are children who get angry when they have to share toys with friends, which indicates that they have difficulty managing emotions when they have to share possessions. In fact, the ability to share is part of a child's moral and social development which is also related to the ability to control themselves (Ayuningrum, 2021). Meanwhile, the Recognizing Emotions dimension shows that children still need help calming down when crying. Emotional control is an important aspect of independence, allowing children to adapt in various situations without relying on adult help (Ayuningrum, 2021).

This condition of children's independence that still needs attention can be explained through Erik Erikson's Theory of Psychosocial Development, especially the stage of "Initiative vs. Guilt". Erikson (1963) suggested that if children's initiative to try new things, complete tasks, or interact independently is not always supported or even inhibited, they can develop guilt or doubt, which ultimately hinders independence as quoted in (Ussolehah et al., 2023). In addition, Bandura's Social Learning Theory is also relevant because if children lack consistent independent behavior models or lack positive reinforcement when trying to be independent, they may not develop strong self-efficacy to perform these tasks (Bandura, 1997,) as cited in (Syifa et al., 2023). External factors such as parenting and social stimulation from the environment also greatly affect children's independence (Daviq Chairilsyah, 2019; Veriawan et al., 2023). Therefore, although fathers are already playing a good role in general, there are specific aspects of parenting that may need to be improved to encourage child independence more effectively.

The Relationship of Father's Parenting Role with the Independence of Children Aged 5-6 Years

The results of statistical analysis showed that there was a significant relationship between the role of fathers in parenting and the independence of children aged 5-6 years in Bringin Hamlet. This was shown by a significance value (p-value) of $0.000 < 0.05$. This finding indicates that the higher the level of father's participation in parenting, the greater the likelihood of children becoming more independent. However, this result is contrary to the results of research observations which show that the level of independence of early childhood 5-6 years old is still not optimal or relatively low with an average score of 67.51.

This is likely due to the fact that the quality or type of involvement has not been fully effective in encouraging specific independence in children. This can be explained through several theoretical

Multidisciplinary Indonesian Center Journal (MICJO)
Journal page is available to
https://e-jurnal.jurnalcenter.com/index.php/micjo
Email: admin@jurnalcenter.com

perspectives. According to Erik Erikson's Theory of Psychosocial Development, specifically the "Initiative vs. Guilt" stage (Erikson, 1963, cited in Ussolehah et al., 2023), if the child's initiative to try new things is not always supported or even unconsciously hampered by parents who are too quick to help, the child may develop doubts that inhibit independence. In addition, Bandura's Social Learning Theory (Bandura, 1997, cited in Syifa et al., 2023) is also relevant; even if the father is present, if the child lacks consistent independent behavior models or positive reinforcement when they try to be independent, they may not develop confidence in their own abilities (*Self-efficacy*)) strong. Other external factors such as overall parenting (including the role of the mother) and social stimulation from the environment also greatly affect children's independence (Daviq Chairilsyah, 2019; Veriawan et al., 2023).

4. CONCLUSION

The results showed that the majority of fathers in Bringin Hamlet had carried out their parenting roles quite well, with an average score of 54.42. Their involvement was seen in various aspects such as direct interaction with children, physical and psychological presence, and responsibility for children's needs. However, there are still some areas that need improvement, especially in terms of attendance at important moments for children and willingness to listen to children's stories more actively.

On the other hand, observations of children aged 5-6 years revealed that their level of independence has not been optimally developed, with an average score of 67.51. Many children still depend on adult direction in completing tasks, have difficulty coping with conflicts with peers, and are not able to manage emotions properly. This condition shows that even though fathers have played an active role in parenting, the development of children's independence still requires more attention.

Statistically, this study proves that there is a significant relationship between the parenting role of fathers and the level of child independence. However, interesting findings show that although fathers' involvement is relatively good, children's independence has not reached an optimal level. This phenomenon indicates that the quality of interactions and parenting approaches need to be evaluated more deeply, taking into account other supporting factors to create an environment conducive to the development of children's overall independence. Thus, the study provides suggestions for future researchers to involve more respondents from various social and economic backgrounds, as well as conduct further research that focuses on the quality of interaction between father and child using qualitative methods. Another suggestion is that there is a need for a more in-depth analysis of external factors that affect the role of fathers and children's independence, such as support from the local social, educational, and cultural environment.

Limitations of the Study

Although this study was conducted in accordance with established scientific procedures, there remain certain limitations that may affect the results, including:

1. Limitations related to location and sample: The subjects and locations of the study were limited to the pairs of children and parents in Bringin Hamlet, with a final sample size of 73 respondents. Given the large population of children and fathers in Malang Regency, these findings are not necessarily generalized fully to other regions in Indonesia.
2. Limitations related to data collection methods: Data collection relies on questionnaire instruments that respondents fill out themselves. This raises the potential for subjective bias, as respondents' answers may reflect ideal conditions rather than actual situations in the field.

5. REFERENCES

Amaliana, A., & Afrianti, N. (2022). The Influence of Parental Parenting on Children's Independence at Home and School. *Early Childhood Teacher Education Research Journal*, *2*(1), 59–64. https://doi.org/10.29313/jrpgp.vi.901

Multidisciplinary Indonesian Center Journal (MICJO)
Journal page is available to
https://e-jurnal.jurnalcenter.com/index.php/micjo
Email: admin@jurnalcenter.com

Arsyia Fajarrini, & Umam, A. N. (2023). The Impact of Fatherlessness on Children's Character in Islamic Views. *Abata: Journal of Early Childhood Islamic Education*, *3*(1), 20–28. https://doi.org/10.32665/abata.v3i1.1425

Astuti, W., Rohinah, R., Heldanita, H., & Pahlevi, M. R. (2022). Analysis of the Formation of Independence in Early Childhood Through the Integrated Islamic Religious Education Curriculum at Kindergarten IT Rabbani Quran School Babahrot. *Indonesian Journal of Early Childhood: World Journal of Early Childhood*, *4*(2), 549–559. https://jurnal.unw.ac.id/index.php/IJEC/article/view/1660

Ayuningrum, D. (2021). The Relationship of Father's Involvement in Parenting with Independence. *Innovative Journal of Education*, *1*(1), 59–73. https://doi.org/10.23960/jiip.v1i1.18019

Daviq Chairilsyah. (2019). Early Childhood Independence Analysis. *PAUD Lectura: Journal of Early Childhood Education*, *3*(01), 88–98. https://doi.org/10.31849/paud-lectura.v3i01.3351

Firdausah, S. N., Khasanah, I., & Chandra, A. (2024). *Independence of Children Aged 5-6 Years Reviewed from Family Parenting*. *18*(1), 72–76. http://dx.doi.org/10.26877/mpp.v18i1.18812

Khasanah, B. L., & Fauziah, P. (2020). Paternal Parenting in Early Childhood Prosocial Behavior. *Journal of Obsession: Journal of Early Childhood Education*, *5*(1), 909–922. https://doi.org/10.31004/obsesi.v5i1.627

Martono, W. C., & Balimulia, S. O. (2023). The Role of Fatherhood in Early Childhood Independence in Menteng Village. *Pintar Harati : Journal of Education and Psychology*, *19*(1), 39–50. https://doi.org/10.36873/jph.v19i1.9958

Munaisra, M. B., Pramono, P., Aisyah, E. N., & Fathoni, A. (2023). Proceedings of the International Conference on Educational Management and Technology (ICEMT 2022). In *Proceedings of the International Conference on Educational Management and Technology (ICEMT 2022)* (Vol. 1). Atlantis Press SARL. https://doi.org/10.2991/978-2-494069-95-4

Muryaningsih, S., & Fauziyah, P. Y. (2024). The Role of Fathers in Children's Education. *Scientific Journal of Global Education*, *5*(2), 1126–1136. https://doi.org/10.55681/jige.v5i2.2753

Na'u, F. F. M., & Listyaningrum, E. M. (2023). Instilling Independence in 5-6 Year Olds Through Daily Habits. *Journal of Learning Innovation in Schools*, *4*(2), 372–380. https://doi.org/10.51874/jips.v4i2.128

Nisa, L. W. A. (2023). The Role of Fathers in Child Development. *Maliki Interdisdisciplinary Journal (MIJ), 1*(5), 90–94.

Nursyafitri, D. D., Iriyanto, T., & Astuti, W. (2024). Parenting Foundation Class: "Coloring" as a Means of Building Secure Attachment for Parents and Children. *Trunojoyo PG-PAUD Journal: Journal of Early Childhood Education and Learning*, *11*(1), 63–74. https://doi.org/10.21107/pgpaudtrunojoyo.v11i1.22189

Okeke, C. I. O., Ugwuanyi, C. S., & Mufutau, M. A. (2020). Stakeholders' views on engaging fathers in early childhood care and education. *Journal of Human Ecology*, *71*(February), 177–186. https://doi.org/10.31901/24566608.2020/71.1-3.3233

Pradana, S. (2023). JIT: Journal of Tarbiyah Science. *Journal of Tarbiyah Science*, *3*(1), 71–78.

Safitri, & Ika, H. (2021). The Influence of Democratic Parenting and Parental Socioeconomic Status on Early Childhood Independence. *JIV-Scientific Journal of Vision*, *16*(2), 84–95.

Sari, M., Nur, M., Sari, N., Rini, R. Y., & Risna, I. (2023). Fathers' Perceptions of Roles in Early Childhood Parenting. *Prima Magistra: Scientific Journal of Education*, *4*(3), 476– 482. https://doi.org/10.37478/jpm.v4i3.3010

Sugiyono (2019). Metode Penelitian Kuantitatif Kualitatif dan R&D (Sutopo (Ed.); edisi kedua). Bandung: Penerbit Alfabeta.

Suhadra, E. W., Gismin, S. S., & Hayati, S. (2024). Overview of Father Involvement Study on Fathers in Makassar City. *Journal of Character Psychology*, *4*(1), 229–234. https://doi.org/10.56326/jpk.v4i1.3673

Multidisciplinary Indonesian Center Journal (MICJO)
Journal page is available to
https://e-jurnal.jurnalcenter.com/index.php/micjo
Email: admin@jurnalcenter.com

Syafrina, R., & Andini, N. (2021). The Role of Fatherhood in Early Childhood Independence. *Journal of Color: Early Childhood Education and Learning*, *6*(2), 67–76. https://doi.org/10.24903/jw.v4i2.755

Syifa, N., Rachman, A., & Asniwati, A. (2023). Parental Cooperation with School and Parenting Styles Affect Child Independence. *Journal of Obsession: Journal of Early Childhood Education*, *7*(1), 384–397. https://doi.org/10.31004/obsesi.v7i1.3745

Ussolehah, A., Oktavia, P., & Hidayah, M. (2023). Teachers' Efforts in Developing Children's Independence Through Role-Playing Methods in Ra Al Fatah, Daya Asri Village, Tumijajar District, Tulang Bawang Barat Regency. *Tadris: Journal of Teacher Training and Tarbiyah Science*, 1–9. http://journal.an-nur.ac.id/index.php/tarbiyahjurnal

Veriawan, A., Aditia Ismaya, E., & Kuryanto, M. S. (2023). Analysis of the Form of Independence of Children Aged 6-8 Years Reviewed from the Employment Status of Parents as Factory Workers. *Tambusai Education Journal*, *7*(1), 1882–1890.

Wahyuni, A., Depalina, S., Wahyuningsih, R., Tinggi, S., Islam, A., & Mandailing, N. (2021). The Role of Fathering in Early Childhood Parenting. *Journal of Early Childhood Islamic Education*, *2*(2), 055–066.

Waruwu, M., Pu'at, S. N., Utami, P. R., Yanti, E., & Rusydiana, M. (2025). Quantitative Research Methods: Concepts, Types, Stages and Advantages. *Scientific Journal of the Education Profession*, *10*(1), 917–932. https://doi.org/10.29303/jipp.v10i1.3057