



Fathers' Perceptions of Parenting Classes in Kindergarten

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Abstract

The family is the earliest and most important environment for a child because the family is regarded as the first policy for the child's education, and the primary responsibility for education lies with the family. The involvement of parents, especially fathers, in early childhood education is essential. Schools and parents need to work together to coordinate foster care. Parenting class is a type of activity that is carried out to integrate childcare and education in school and at home. But in reality, the rate of father attendance in the parenting class activities organized by the educational unit is still low. This research aims to determine the father's perception of parenting classes conducted in kindergarten. This research uses qualitative methods with a descriptive approach. Data collection techniques include interviews, observations, and documentation. The research conducted interviews with five male informants who had children in kindergarten. The results show that parenting class is a very useful activity because it can be one of the means for parents to add insight into childcare as well as harmonize parenting between home and school. The involvement of a father in childcare has a long-term positive impact on the growth and development of the child. However, the main obstacle is the low attendance rate of the fathers because parenting class activities are generally done during working hours. This low attendance rate has significant implications for the integration of childcare and education, as it hinders the full participation of fathers in their children's early education. Besides, the activities that allow you to engage are in the form of racing or activities related to physical activity.

Keywords: *Father's Perspectives, Parenting Classes, Kindergarten*



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INTRODUCTION

The most important factor in children's growth and development is parental care. One indicator of the success or failure in providing stimulation for children's social, emotional, and cognitive development can be measured from the aspect of parenting. Parents' role goes beyond mere caregiving and supervision; they are expected to provide appropriate guidance and stimulation. The family is the first and most important teacher for children, as they learn long before they enter school. The best

and most effective learning environment for children comes from their own families (Simoncini et al., 2023). Parents play a central role in supporting early learning that sets children up for success when they enter formal schooling (Bierman et al., 2023). Parental behavior influences the development of children's personalities (Däschle et al., 2023). Parenting patterns are crucial for children's growth and development and in preventing child abuse and neglect (Han et al., 2023). The interaction between fathers and children in the early years of a child's life is an important factor in predicting future outcomes, but research on the role of fathers is still scarce, mostly concentrated on one aspect of fatherhood, and limited to certain cultural contexts (Kisbu et al., 2023).

Parental education interventions and parenting programs are important for health promotion efforts among children and families. However, most parenting programs are directed at and attended by mothers (Webb et al., 2023). When fathers are involved in their children's lives, especially their education, children learn more, perform better in school, and exhibit healthier behaviors (Sparks D Sarah, n.d.). In reality, however, fathers' involvement in children's education, particularly in activities conducted by educational institutions such as parenting classes or activities requiring parental attendance, is often primarily attended by mothers. The 20th century was marked by four significant social trends that fundamentally changed the sociocultural context in which children develop: increased female participation in the workforce, increased absenteeism of fathers not living at home in children's lives, increased involvement of fathers in intact families, and increased cultural diversity (Cabrera et al., 2000). Research consistently shows that active father participation in the family positively influences mothers' well-being, children's self-esteem, school success, and interpersonal relationships (Webb et al., 2023).

Interestingly, modern society sometimes does not fully recognize the father's role in the family and stereotypically limits the father's role to financial support, increasingly undermining the importance of fathers in the family and child-rearing (Jaberi, n.d.). However, the paths of father involvement and their consequences for child development vary, influenced by social, cultural, and ecological variables, and are not systematically integrated (Diniz et al., 2021). This aligns with the patriarchal culture, where in patriarchal cultures fathers often take on the role of breadwinner, while domestic tasks, including child-rearing, are more frequently assigned to women. In practice, the level of father attendance in parenting activities conducted at schools is very low. The challenge of involving fathers in school activities is often seen in developing countries, where fathers have high workloads and cannot always attend school activities, often delegating this responsibility to mothers.

The first study by Milosavljević Đukić et al., (2022) titled "Parental Involvement in Education and Collaboration with School" was conducted on 198 parents of senior elementary school students in Southeast Serbia. The study aimed to examine the relationship between family-school collaboration and parental involvement in education. The results showed that parental lectures and conversations initiated by class teachers were predictors in creating desired parental behavior patterns by giving children the right to express their opinions. The second study by Baysal et al., (2023) titled "Parenting knowledge of child development in Turkish mothers and fathers" was conducted on 106 married Turkish couples with children under three years old. The study aimed to show the positive relationship between parental knowledge and early childhood development. The results indicated that the parenting knowledge of

Turkish couples, especially in child development, needs to be strengthened. Education level plays an important role in child-rearing. Policies to improve parental education should also include enhancing parents' knowledge of child development.

The third study by Brust Nemet et al., (2021) titled "Parenting style and the active involvement of fathers in child-rearing" involved 290 students from 10 elementary schools in Osijek-Baranja County, Croatia, all in grades 5-8. The study aimed to determine the level of father involvement in child-rearing and the dominant parenting styles based on children's assessments. The results were consistent with previous research and showed the importance of supportive father education and parenting styles in their involvement in household tasks and child-rearing. Father's education significantly predicted their involvement in household chores, school-related tasks, and leisure activities. A supportive parenting style was a significant positive predictor of all forms of father involvement, such as household chores, school-related duties, activities, child-rearing, and counseling. The study emphasized the importance of raising parental awareness of the supportive parenting style and father involvement in child-rearing. The fourth study by Bataille & Hyland (2023) titled "Involved fathering: how new dads are redefining fatherhood" involved 18 professional men in dual-career heterosexual relationships. The study aimed to investigate how professional men in dual-career relationships conceptualize and implement fatherhood ideologies during the transition to fatherhood. The results indicated a shift from strict, gender-based household division of labor in dual-career couples, leading to increased male involvement in child-rearing. The fifth study by Haisraeli & Fogiel-Bijaoui (2023) titled "Parental involvement in school pedagogy: a threat or a promise?" was conducted from 2019 to 2021 (including the COVID-19 pandemic period) based on 22 in-depth and semi-structured interviews with parents, school principals, and senior education officials in two elementary schools in Israel undergoing pedagogical changes.

The study aimed to examine parental involvement in schools and the process of pedagogical change. To date, parental involvement has been studied in many contexts, but references to parental involvement in school pedagogy are rare. Pedagogical change management has also been widely studied, but mostly in relation to schools as organizations functioning separately from the community context. The schools had similar demographic characteristics but differed in pedagogy: one was an older school characterized by traditional pedagogy (including, for example, frontal teaching and standard evaluation); the other was new and founded with innovative 21st-century pedagogy. The study's results revealed that parents at both schools were interested in influencing school pedagogy, but they did so in opposite directions: parents at the more traditional school were interested in promoting innovative learning, while parents at the innovative school wanted to reintroduce traditional practices. These findings also contributed to the discussion of parental involvement from a gender perspective and the role of key players.

Since previous studies have not adequately addressed fathers' perceptions of parenting classes held in kindergarten educational institutions, the author is interested in researching this topic. This study is expected to provide insight into fathers' perspectives on parenting classes. It aims to find answers to the low attendance rates of fathers in parenting classes and offer recommendations for educational institutions to increase father involvement through parenting activities.

METHODOLOGY

This research employs a qualitative method with a descriptive approach aimed at describing and uncovering the actual facts occurring at the research site. Descriptive qualitative research produces data that depict who, what, and where events or experiences occur from a subjective perspective (Kim et al., 2017). The study was conducted at TK Taman Hijau in Batam City. In the 2023/2024 academic year, TK Taman Hijau has 35 children, 32 pairs of guardians, and 2 single mothers. The research was carried out in October 2023, involving five male guardians at TK Taman Hijau with different occupational backgrounds. Data collection techniques included interviews, observation, and documentation. The primary data were obtained from interviews with informants, while observation and documentation data served as supplementary data and triangulation tools. Considering that the informants, who are fathers, generally communicate fluently and easily verbally, the interview technique was deemed the most suitable. A thematic analysis approach was used to examine the documentation and interview data. While transcribing the interview data, the researcher familiarized themselves with the data (Dewi Bussa et al., 2018).

The interview technique used in this research is in-depth interviews, where the researcher will gather as much information as possible according to the research situation. Interviews were conducted directly after scheduling meetings with the research subjects. Tools used for interviews included a mobile phone to record all conversations between the researcher and the subjects, storing the interview results online. The interviews aimed to obtain more detailed data regarding fathers' perceptions of the parenting classes held at TK Taman Hijau in Batam City. Observations were conducted to get a general picture of the activities at TK Taman Hijau, particularly the parenting classes. In documentation, the researcher documented the research activities and so on. For documentation techniques, the researcher used a camera and directly reviewed written documents from the school. To ensure data validity, this research used triangulation techniques, specifically source triangulation and technique triangulation. Source triangulation involved comparing data obtained from interviews with several relevant sources. Technique triangulation was used to check data from the same source but with different techniques, such as observation and interviews (Elminah & Patilima, 2023).

In analyzing the data, the researcher used the Miles and Huberman model, which includes three processes: data reduction, data display, and conclusion drawing (verification). Data reduction means summarizing the data obtained at the research site, selecting essential elements, focusing on what is important, identifying themes and patterns, and discarding unnecessary information. Data display is carried out in the form of brief descriptions, charts, category relationships, flowcharts, and similar formats. Data presentation in qualitative research is narrative text. Verification is conducted to draw conclusions, providing answers to the research questions formulated previously. The researcher formulated several indicators to assess fathers' views on parenting classes held by the educational institution, which include: 1) the role of fathers in parenting; 2) the importance of fathers' involvement in children's education; 3) fathers' responses to the parenting activities organized by the school; 4) fathers' responses to the reality that they rarely participate in parenting classes held by

the educational institution; and 5) the types of activities expected to enhance fathers' involvement in school activities.

RESULT AND DISCUSSION

Based on the analysis and discussion of the interviews, observations, and documentation conducted at TK Taman Hijau in Batam City to understand fathers' perceptions of parenting classes, it was found that in the 2023/2024 academic year, TK Taman Hijau has 35 students, 32 pairs of guardians, and 2 single mothers. Five male guardians were then asked to participate as informants.

Informant Profile

The author interviewed five fathers to get an initial understanding of their perceptions of the parenting classes at TK Taman Hijau in Batam City. The descriptions of the informants are outlined in the following table:

Table 1. Demographic Data of Informants				
Initials	Age	Last Education	Occupation	Working Time
RJ	33 years	S1	Private Employee	Monday-Friday
RF	35 years	S1	Private Employee	Monday-Friday
MS	46 years	S1	Teacher	Monday-Friday
YY	36 years	S1	Police	Monday-Friday
YA	32 years	S1	Private Employee	Monday-Friday

After conducting a thematic analysis of the data, several themes emerged as follows:

Fathers' Perceptions of Their Role in Parenting

Based on interviews with the five informants, all agreed that fathers play a crucial role in child-rearing. Fathers are seen as role models in instilling values of discipline. As RJ stated,

"My role in child-rearing, as a leader in the family, I must set a good example for my child, starting with discipline, independence, and communication skills. Besides that, I also often accompany my child in play, listen to their stories, and when they are confused about making decisions, I act as a motivator to help them make decisions and improve their mentality to face challenges."

Similarly, RF mentioned,

"My role in child-rearing is primarily to be a role model for my child, especially in terms of responsibility and discipline. Additionally, I must be a good listener, a playmate, a companion, and ensure the child's safety."

YY also emphasized the importance of parents, especially fathers, being good examples for their children, saying:

"Parents are role models for children as they grow. Parents educate children to develop well and positively impact their future, both in religious education and other aspects."

MS provided an interesting perspective on the father's role in parenting, stating, "Firstly, there's no need to assign specific roles as parents. It should be done naturally by both mother and father. However, fathers should particularly be role models for their sons. I often play with my children, engage them in outdoor activities, have family activities like picnics and barbecues, and I also cook for the family. Sometimes, I and other fathers with sons also engage in group activities together." Meanwhile, YA mentioned, "My role in parenting is to focus on spending time with my child and wife when I'm at home."

The child's right to parental guidance is outlined in Article 5 of the Convention on the Rights of the Child (CRC), which states that participating countries must respect the responsibilities, rights, and duties of parents, or if applicable, extended family or community members as defined by local custom, legal guardians, or others legally responsible for the child to provide appropriate guidance in exercising the rights recognized in the convention in a manner consistent with the evolving capacities of the child. The government should allow families and communities to guide their children so that as they grow, they learn to exercise their rights in the best way. The older the children get, the less guidance they need (Patilima Hamid, 2022). Therefore, the family environment plays a very important role in developing a child's personality. The family is the fundamental place for forming a child's character and attitude.

From the data obtained, the fathers who were informants understood that a father plays a vital role in child-rearing. This is explained in the research by Mohd Yusof et al. (2023), which states that positive father involvement is crucial for healthy social, emotional, and academic development at all stages of a child's growth. Comparing the opinions expressed by Mohd Yusof with the interview results from the informants, it can be said that the informants' understanding of a father's role in parenting is quite good. A father must be a role model or example in child-rearing. Besides being responsible for being the family's breadwinner by providing all family needs, they are also very aware that the physical and emotional presence of a father and his involvement in the child's activities significantly impact the child's development.

Importance of Fathers' Involvement in Children's Education

All five informants had the same answer that fathers need to be involved in their children's education as it positively impacts their growth and development. This was expressed by RF as follows,

"Yes, definitely because a child's development will be more optimal if both parents are involved, not just the mother but also the father, especially in cognitive development,

like drawing, coloring, assembling puzzles, Lego, or even physical activities like sports, swimming, cycling, and so on." Similarly, YA stated, *"The presence of a father figure also influences the child's educational development."*

Father involvement in children's education also impacts the development of the child's personality and mentality, as RJ stated in his interview, *"A father's love is very important for a child's growth in building self-confidence, courage in trying new things, mentality, and behavior towards others or family members."* YY echoed this sentiment, saying:

"We as parents must be involved in our children's education and upbringing because it shapes the child's emotional, physical, social, and educational aspects, allowing the child to grow up independently."

MS, who has a background as a teacher, believes that parents, in this case, fathers, need to be involved in their children's education because fathers understand their children better. MS stated:

"It's important to be involved in programs like this as parents. It's not right to expect everything from the school and teachers. Teachers can be more effective with parental help because parents know their children better. I believe education is more effective if the School-Child-Parent triangle works efficiently."

A father's role encompasses many aspects, including various responsibilities and attributes. However, truly realizing the essence of being a father requires significant time and experience investment. Fathers play a unique role in a child's growth that cannot be fulfilled by anyone else. Just like mothers, fathers are pillars in the development of a child's emotional well-being. Every child sees their father as someone who sets rules and must be obeyed. Children also see fathers as figures who can provide physical and emotional security, fostering the hope that they can make their fathers proud. Active father involvement is crucial for enhancing children's well-being and optimal development of their social, emotional, and academic capacities at various developmental stages (Mohd Yusof et al., 2023). The presence of an involved father strengthens a child's physical and emotional development.

Fathers have high hopes for their children's education. Based on interviews with the five informants, two of them stated that father involvement in children's education impacts developing the child's personality and mentality. This aligns with research by Masykuroh et al. (2022), which revealed that parents act as models, facilitators, and motivators in raising children's awareness and attitudes towards their environment. The good awareness and attitude that emerge in children are greatly influenced by the adults around them, including fathers' involvement in their education. One of the informants in this study also mentioned that fathers need to be involved in their children's education because fathers understand their children better. The teacher's role can be more effective with parental assistance.

Fathers' Responses to Parenting Activities Organized by the School

The parenting activities organized by the school were considered quite good and helpful in adding to the parents' knowledge and aligning parenting approaches. As RJ mentioned:

"The parenting activities organized by the school are very good because they add knowledge for parents of the children attending the school, although perhaps the timing needs to be adjusted." Similar responses were given by informants MS, YA, and YY, who said that the parenting activities organized by TK Taman Hijau were very beneficial and well-executed because they help parents align parenting practices between school and home.

RF provided a deeper response, stating that parenting activities would make fathers more aware of their crucial role in child-rearing. He said,

"These activities are very positive, especially those that involve fathers. Especially considering the fatherless phenomenon in Indonesia today, where fathers are busy working and only mothers are at home educating the children, which has become a common cultural norm in our country, making the father's role seem less important in the child's development. Perhaps with these parenting activities, fathers can become more aware of their very important role in child-rearing."

Hargreaves & Lo (2000) stated that educating children is a shared responsibility between schools and parents. All five informants realized that the parenting activities organized by the school greatly help parents increase their knowledge and align their parenting approaches. Aligning parenting approaches is necessary to understand the values upheld in each family that entrusts their children's formal education to an educational institution. Therefore, a common mission in parenting is required. A healthy, trusting relationship is also necessary to provide the best parenting for children. A healthy relationship between parents and teachers is crucial for addressing children's emotional and behavioral problems (Smith et al., 2022). Schools and teachers play a very important role in the 21st century. In developed and developing countries, teachers play a key role in building educational communities, promoting knowledge-centered societies, and fostering the skills needed for innovation, adaptability, and a strong dedication to transformative progress (Hargreaves & Lo, 2000).

Parenting activities make fathers more aware of parenting, as one informant revealed. The informant expressed that the current fatherless phenomenon also raises awareness for fathers to be more involved in the parenting activities organized by the school. Research has shown that the problems society faces regarding parenting include dysfunctional family life and the absence of fathers, with the lack of father involvement as a central issue (Freeks, 2019). Freeks (2019) also revealed that distressing factors related to the absence of fathers include 63% of suicides originating from fatherless households; 70% of juveniles in state institutions coming from fatherless homes; 80% of rapists motivated by displaced anger growing up without fathers; 40% of all children in the country not living with their biological fathers; 85% of children with behavioral problems coming from fatherless homes; 90% of homeless

children coming from fatherless families; and 71% of school dropouts having absent fathers.

Partnerships with parents are efforts by Early Childhood Education (PAUD) units to actively involve parents to ensure alignment and continuity between education in PAUD units and parenting at home to support the child's optimal development (Nurhasanah et al., 2022). Family involvement in the child's learning and educational environment will encourage positive child development, consistent with the government's efforts through the Holistic Integrative Early Childhood Development (PAUD HI) Program. PAUD HI has five service pillars : (1) education services, (2) health and nutrition services, (3) parenting services, (4) protection services, and (5) welfare services. Parental involvement in implementing Holistic Integrative PAUD is fundamental because parents or families are the most basic social system in the context of educating children, so they are expected to always apply educational activities at home and facilitate children well (Fitriyah et al., 2013). The family is the earliest and most important environment for a child because the family is considered the first foundation of a child's education, and the primary responsibility for education lies with the family (Lemessa et al., 2023).

Fathers' Responses to the Reality that Fathers Rarely Participate in Parenting Classes Organized by Educational Units

All five informants agreed that the main reason for rarely participating in parenting classes is the mismatch of the activity schedule. As RF stated, "Parenting activities are usually held during weekdays and working hours, so the schedule conflicts and makes it difficult for us fathers to participate. But it's not impossible, if held outside working hours, we will try our best to participate." Similar responses were given by RJ, YY, and YA, who said that they could not attend parenting activities because they coincide with their working hours, making it difficult to attend. MS also mentioned the same, but added another reason for not attending parenting activities: the majority of participants are mothers, which creates reluctance for fathers to participate.

The five informants had the same answer when asked why fathers were absent from parenting classes. The primary reason was the scheduling conflict with their work hours. Besides this, one informant mentioned that the majority of attendees at school activities are mothers, creating reluctance for fathers to attend. To confirm this, the author tried to compare the informants' responses by seeking additional information through attendance records of various activities involving parents at TK Taman Hijau, Batam City, from 2022 to 2023. The data obtained by the author regarding the level of father attendance in parenting classes held at TK Taman Hijau, Batam City, revealed the following results:

Table 2: Data on Parents' Attendance in School Activities

No	Type of Activity	Activity Volume/Year	Day of Implementation	Average number of fathers present	Average number of mothers attending
1	School Vision & Mission & Program Delivery	2 times	Saturday	2 people	25 people
2	Green Garden League	1 time	Thursday	2 people	20 people
3	Outbound	1 time	Wednesday	2 people	15 people
4	The culmination of Sholeh Children's Week	1 time	Thursday	2 people	15 people
5	Parenting Class once every 3 months	4 times	Friday	2 people	20 people
6	Report Card Distribution	2 times	Saturday	10 people	35 people
7	Art Performance and Farewell	1 time	Sunday	35 people	35 people
8	Educational Visit	4 times	Wednesday	2 people	15 people
9	Indonesian Independence Day Parade	1 time	Saturday	20 people	25 people
10	Indonesian Independence Day Celebration	1 time	Wednesday	5 people	25 people
11	Swimming Together	2 times	Friday	2 people	20 people
12	Islamic New Year Parade	1 time	Wednesday	3 people	10 people

From Table 2, it can be seen that parenting class activities are conducted on Fridays, a day when fathers are often busy with work routines, resulting in a very low attendance rate of fathers at these parenting class activities. This corroborates the informants' responses that the main reason for not being able to attend parenting classes is the scheduling conflict with work hours. Nevertheless, there are other types of activities held on weekends, such as the presentation of school vision and mission, and the distribution of children's report cards, which still do not show a significant attendance rate. In percentage terms, only about 2% of fathers attend these activities. Other data shows very high attendance rates during arts performances and farewell events. These events are considered special compared to other activities because children showcase the skills they have learned at school to their parents. This, of course, is a source of pride for parents, especially fathers who may have rarely attended school activities. For the children, these arts performances can boost their self-confidence and give them a sense of pride when their best abilities are witnessed by their parents, family, and particularly their fathers.

Schools play a role in enhancing parents' skills in child-rearing, which significantly and positively contributes to children's academic achievements (Ali et al., 2020). According to the American Federation of Teachers, Washington (2007), partnerships between schools and parents benefit parents, teachers, and students. Parents gain learning ideas and guidance from educators or the school on how to support their children's learning at home. Teachers learn more about students' home environments and their needs. For students, an effective school-parent partnership is important because it relates to increased engagement at school, motivation, and contributes positively to their academic performance.

Ansari & Gershoff (2016) found in their research that a lack of clear policies in early childhood education units regarding parental participation, inadequate communication methods with their children, poor relationships between parents and early childhood teachers, poor school leadership, and illiteracy among parents are some challenges faced by parents in actively participating in preschool education. Good communication between the school and parents can increase parental participation in school activities. Effective two-way communication between families and schools is necessary for student success. Unsurprisingly, research shows that the more parents and teachers share relevant information about a student, the better prepared they are to help the student achieve academic success (American Federation of Teachers, Washington, 2007). Given the diverse backgrounds of parents, schools need to find strategies to foster good communication.

Fathers' Involvement in School Activities

All four informants agreed that activities involving physical activity, competitions, and practical activities would help increase fathers' participation. There is a need for special activities specifically for fathers. As RF mentioned,

"Maybe the answer is more of a suggestion. It should definitely be more of a practical activity. So, fathers can directly interact with their children. For example, field trips or competitions that are specifically set for one or two days just for fathers and their children." Similarly, MS and YA stated that competitions or activities where children engage in physical activities with their parents, as well as sports, can be enjoyable for the children and the fathers. The timing of activities is also a crucial factor for fathers in participating in school activities, as RJ mentioned, "Maybe any activities can be followed, but the timing needs to be adjusted, making sure they are held on weekends."

Another point raised by YY is the importance of parental involvement in every activity organized by the school. As stated, "Our involvement in the school is parental participation in any form, whether providing facilities or donations to improve the school. The presence of a school committee is also very important in helping to increase fathers' involvement in school activities." When asked about ideas for activities that could increase fathers' attendance, the four informants suggested that schools should create activities specifically for fathers, such as those involving physical activities, competitions, or field trips. One informant also mentioned that fathers' involvement could be in the form of providing both material and non-material support. As Lynch (2019) stated, parental or caregiver participation can manifest in various ways, including involvement in school-related activities, helping with children's schoolwork, and reading to children. If necessary, fathers would gladly come to school to serve as resource persons in their areas of expertise. Parenting programs are activities conducted to integrate child-rearing and education at school and home. It is important for parents to attend these parenting programs to help them gain knowledge about child-rearing that is appropriate for the child's development. Parents, the government, and the community are responsible for the quality of education, which is crucial for achieving the highest possible level of education (Arifin et al., 2019).

CONCLUSION

Father involvement in child-rearing has long-term positive impacts on the child's growth and development. However, the main challenge to the low attendance rates of fathers in parenting classes is that these activities are generally held during work hours. Additionally, activities that allow for father involvement are often in the form of competitions or activities related to physical activity. Regarding the causes of low attendance rates of fathers in parenting classes, it is suggested that kindergarten education units should consider scheduling these activities on weekends or outside of work hours. Parenting class activities can be packaged in the form of physical activities, such as field trips or father-child competitions. Involvement of fathers can also be facilitated by creating special programs for fathers, such as inviting them to serve as guest speakers in inspirational classes. Fathers are expected to be more attentive and cooperative in supporting school activities, especially parenting classes. Active involvement of fathers in providing ideas for the school is hoped to create more appropriate and beneficial activities for parents in general and for fathers in particular. With this research, the researcher encourages further studies on how kindergarten education units can create programs for parental involvement, particularly focusing on fathers.

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