

IS THE ROLE OF FATHER'S PARENTING IMPORTANT FOR THE CHARACTER BUILDING OF STUDENTS?

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Abstract

The strength of character can be manifested through the interactions of parents, especially fathers, in the parenting process. This study aimed to analyze the influence of student characteristics, family characteristics, and the role of fathers' parenting on character strength. This study used an explanatory design involving 289 first-year students living with complete parents. Sampling was taken by voluntary sampling. Data were obtained by self-reporting through online questionnaires and analyzed by multiple linear regression using SPSS. The findings show that there are nine indicators of paternal parenting such as positive involvement, positive emotional response, negative involvement, moral roles, gender roles, provider roles, androgynous roles, father's presence, and father's responsibility. In addition, there are three indicators of the strength of characters, such as moral knowledge, moral feelings, and moral action, which contain six virtues in the form of wisdom, justice, humanity, determination, self-control, and spirituality. The study's results prove that the role of a father's parenting significantly positively affects character strength. Overall, the strength of student character cannot be separated from the role of family care, especially for fathers.

Keywords: character strength, first-year students, father's role, moral, parenting

PENTINGKAH PERAN PENGASUHAN AYAH UNTUK PEMBENTUKAN KARAKTER MAHASISWA?

Abstrak

Kekuatan karakter dapat diwujudkan melalui interaksi yang dilakukan orang tua khususnya ayah dalam proses pengasuhan. Tujuan dari penelitian ini adalah untuk menganalisis pengaruh karakteristik mahasiswa, karakteristik keluarga, dan peran pengasuhan ayah terhadap kekuatan karakter. Penelitian ini menggunakan desain eksplanatori dengan melibatkan 289 mahasiswa tingkat pertama yang tinggal bersama orang tua lengkap. Penarikan contoh diambil secara *voluntary sampling*. Data diperoleh dengan pelaporan diri melalui kuesioner daring serta dianalisis dengan uji regresi linear berganda menggunakan SPSS. Hasil penelitian ini menunjukkan bahwa terdapat sembilan indikator pada pengasuhan ayah seperti keterlibatan positif, respon emosional positif, keterlibatan negatif, peran moral, peran gender, peran penyedia, peran androgini, kehadiran ayah, dan tanggung jawab ayah. Selain itu, ada tiga indikator pada kekuatan karakter seperti pengetahuan moral, perasaan moral, dan tindakan moral yang mengandung enam nilai kebaikan berupa kebijaksanaan, keadilan, kemanusiaan, keteguhan, pengendalian diri, dan spiritualitas. Hasil analisis juga membuktikan bahwa peran pengasuhan ayah berpengaruh positif signifikan terhadap kekuatan karakter. Secara keseluruhan kekuatan karakter mahasiswa tidak terlepas dari peran pengasuhan keluarga khususnya ayah.

Kata kunci: kekuatan karakter, mahasiswa tingkat pertama, moral, pengasuhan, peran ayah

INTRODUCTION

As a fundamental unit in society, the family has an obligation to carry out parenting functions (Serbin, 2014). Therefore, parenting is an essential element that should be done jointly by fathers and mothers. However, Indonesia was asked as a fatherless country because of the lack of fatherhood, especially as an educator in family life (Kamila & Mukhlis, 2013). The role of a father in the 20th century is more attached to the responsibility of being the breadwinner while the mother is responsible for caring for and nurturing the child (Arifin *et al.*, 2017). As a result, fathers spend relatively little time and rarely take on the sole responsibility -

of parenting (Lamb *et al.*, 1985). In other words, mothers spend twice as much time on household chores and childcare (Hochschild, 1989).

The father plays an essential role in a child's life (Maddox, 2015). Many researchers have historically proven a positive relationship between father involvement and child development (Lamb, 1985; Radin & Russell, 1983; Snarey, 1993). Father involvement in parenting is positively related to character building, intellectual development, emotional maturity, social competence, psychological adjustment, and the ability to empathize with adolescents (Asy'ari, 2019; Basuki, 2017; Lestari, 2015; Sharifah, 2012). Based on the research of Cabrera *et al.* (2000), the participation of paternal parenting behaviors affects the development, well-being, and transition period of the child to adolescence.

Fathers who are not involved in parenting will make a child feel lost and psychologically disappointed (Fitroh, 2014), so they tend to have the potential to engage in deviant behavior (Bussa, 2018; Fitroh, 2014; Munjiat, 2017). In addition, both physically and verbally abusive treatment by the father will provide serious harm (Bancroft *et al.*, 2012). Some teenage boys commit violence at school due to fathers acting abusively and not being present in the family (Poulter, 2004). In addition, the study of Afiatin (2001) on ten adolescent drug users showed that seven out of ten adolescents had problems in relationships with family members and conflicts with fathers. Paternal absence also leads to impaired welfare of adolescent girls and increases the rate of extramarital pregnancies, promiscuous sex behavior, poverty, and decreased academic achievement (Mancini, 2010). Furthermore, in the research of Haque and Rahmasari (2012), it was explained that the higher the involvement of fathers in adolescent parenting, the higher the prosocial behavior and emotional intelligence of adolescents.

According to Santrock (2003), an adolescent is in a transitional development period between childhood and adulthood that includes biological, cognitive, and social-emotional changes. Adolescents are at the age of alertness synonymous with drastic changes or transitions, so they often experience role dilemmas. During the transition process, adolescents quickly access potential threats such as alcohol, drugs, sharp weapons, and other problematic behaviors (Belsky *et al.*, 1981; Muuss, 1990). Many cases were found that reflected the degradation of character in students, such as plagiarism of scientific papers, anarchist protests, theft, cheating, lying, manipulation of attendance, skipping lectures, disrespectful attitudes towards lecturers, and being late. Misuse of activity budgets is some of the real examples that are rife in the higher education environment (Dimiyati, 2018). Therefore, fathers need to be involved in parenting and establish warm attachments with children to prevent deviant behavior (Septiani, 2017).

Perception of the role of the father in the life of adolescents is carried out in the form of a process of internalization of the behavior exemplified by the father. Through cognitive processes, adolescents learn examples of good and bad behavior. Perceptions of fathers' roles and involvement in this study refer to adolescents' perspectives on feeling a presence, the availability of father time to interact, the ease of contact when needed, and the ability to meet physical and material needs (Basuki, 2017). Arifin (2012) stated that most children perceive fathers' roles as educators, playmates, and sidekicks still tend to be low. Adolescents perceive fatherhood as low regarding sexual education, mentoring in learning, and providing learning motivation. Ransaw's research (2014) also explains that fathers' roles as friends are still low, primarily related to the time spent and the communication built with their children.

This study was conducted to determine the role of paternal parenting on the strength of student character as individuals in the late adolescent development stage and towards the early adult development stage. This study aimed to identify family characteristics, student characteristics, fatherly parenting roles, and character strengths. Analyze the relationship between family characteristics, student characteristics, father-upbringing roles, and character strengths. Finally, analyze the influence of family characteristics, student characteristics, and the role of paternal parenting on the strength of character. The results of this study are expected to show the level of involvement of fathers as a leader in carrying out essential parenting roles. In addition, the results of this study are expected to consider stereotypes still inherent in the community regarding parenting tasks that a mother only carries out.

METHODS

This study uses an explanatory design. A study was conducted to test intervariable relationships (Mulyadi, 2011). The location of the study was selected purposively. The population in this study was all PPKU students (General Education and Competency Program) or first-year students totaling 3791 students based on data obtained from the Directorate of PPKU (2020). Students who are examples in this study are taken by voluntary sampling based on the specified criteria: PPKU students who live with complete parents. Students who own and live with complete parents are selected as criteria so that the variables of paternal

parenting can be measured. The number of students who were respondents to the study was 317 people after the cleaning process. As many as 28 data were eliminated because they did not meet the criteria, so 289 people were respondents in this study.

The father's parenting role is the role carried out by a father to direct the child or the father's participation in parenting consisting of the dimensions of positive attachment, positive emotional response, negative attachment, moral role, gender role, provider role, androgynous role, responsibility, and father's presence (Dick, 2004). The role of paternal parenting was measured using the Father's Parenting questionnaire, a modification of the Fatherhood Scale (Dick, 2004). The modification made was the transition of English to Indonesian (1= never, 2= rarely, 3= sometimes, 4= often, 5= always) modified to four Likert scales (1= never, 2= rare, 3= sometimes, 4= often, 5= always). The paternal care questionnaire used 44 questions to measure students' perceptions of paternal parenting. Cronbach's alpha paternal parenting questionnaire is 0,962. It consists of nine dimensions divided into two types: positive paternal engagement (positive engagement, positive emotional response, moral role, gender role, provider role, androgynous role, father's presence, and father's responsibility) and negative paternal engagement dimension (negative involvement). Each item of the statement has been valid.

The strength of character is the moral or character commonly shown in doing good and moral things. Student character was measured using instruments from the Character Strengths approach by Peterson and Seligman (2004) and Lickona (1994) developed by researchers. The instrument includes six values of goodness, namely wisdom, constancy, humanity, justice, self-control, and spirituality, and is divided into three dimensions: moral knowledge, moral feelings, and moral actions. Cronbach's alpha character strength questionnaire was 0.937. The grading scale is in the form of a Likert scale with values of 1-4 (strongly disagree-strongly agree) for the moral knowledge dimension, 1-4 (very incompatible-very appropriate), and the moral action dimension (never-always).

The data obtained is processed through six stages: entering, editing, encoding, scoring, re-checking, and analyzing and interpreting data. Data processing was done using Microsoft Excel, and data analysis was carried out with the Statistical Package for Social Science (SPSS) version 25.0. Child characteristic data includes gender, age, order of birth, and allowance. Child sex data are dummy-encoded for inference assays. The male sex is encoded into the number 0 while the female sex is encoded into the number 1. Family characteristic data consists of parents' age, parents' length of education, parents' occupation, family per capita, and family size. Parental work is distinguished into not working (code 0) and working (code 1). Meanwhile, per capita income is based on the poverty line of Bogor Regency (BPS, 2020), and the family size is based on BKKBN (2015).

The data analysis will be carried out on descriptive, correlation, and regression. Descriptive analysis to identify the characteristics of the example, the characteristics of the sample family, the role of the father's upbringing, and the strength of the character. Correlation analysis to find out the relationship between the characteristics of the example family, the parenting role of the father, and the strength of the character. Finally, regression analysis was carried out with multiple linear regression tests to determine the influence of student characteristics, family characteristics, and the role of paternal parenting on character strength. The variable index scores and dimensions of fathers' parenting roles and character strengths are categorized into low (<60), medium (60-80), and high (80), referring to Bloom's cut-off points (Wanyama, 2013).

RESULTS

Student Characteristics

This study involved 289 first-year students consisting of 97 male students (33,6%) and 192 female students (66,4%). Nearly half of college students (47,4%) are 19 years old, with an average age of 18,53 years. The study also showed that more than half of students (52,6%) were first children. The average student has an allowance per month of IDR1.037.595.

Family Characteristics

The results showed that the average age of the father was 50,56 years and the average age of the mother was 46,65 years. Based on these results, almost all parents are classified into middle adulthood. Parents' education is spread from out of school to college. The average length of education of fathers and mothers is relatively the same, namely 13,53 and 12,79 years, or the equivalent of graduating from high school. More than half of the sample families belong to medium families. The highest percentage of fathers' jobs were as private employees (23,5%), then self-employed (20,4%), and civil servants/state-owned enterprises (19,0%). Meanwhile, more than half of mothers are housewives (59,9%). The per capita income of the family ranges

from IDR29.167 to Rp9.250.000, with an average of IDR1.412.771. The results showed that 72,7 percent of families were above the poverty line in Bogor City, with a per capita income above IDR513.343, while the remaining 21,8 percent are still below the poverty line.

Father's Upbringing

The role of paternal care is a role carried out by a father or participation in parenting consisting of positive attachment, positive emotional response, negative attachment, moral roles, gender roles, provider roles, androgynous roles, responsibility, and father's presence. The study's results based on the average index of each dimension of paternal care (Table 1) showed an achievement score with an average of more than 60 found in the dimensions of positive emotional response, moral role, and provider role.

Table 1 Minimum and maximum values, averages, and standard deviations of paternal parenting

Dimensions of Paternal Parenting	Min-Max	Average \pm Standard deviation
Positive attachment	0,00-100,00	54,46 \pm 19,61
Positive emotional response	12,50-100,00	63,81 \pm 18,36
Negative attachment	0,00-100,00	22,87 \pm 18,29
Moral role	0,00-100,00	78,85 \pm 19,59
Provider roles	25,00-100,00	92,30 \pm 16,64
Gender roles	0,00-90,00	43,73 \pm 20,84
The role of androgyny	20,00-80,00	49,83 \pm 12,64
Father's presence	0,00-100,00	48,06 \pm 21,29
Father's responsibilities	4,17-91,67	46,45 \pm 18,84
Total paternal upbringing	15,91-85,23	54,51 \pm 14,22

Meanwhile, other dimensions with an average achievement score of less than 60 are the dimensions of positive attachment, negative attachment, gender roles, androgynous roles, father presence, and paternal responsibility. This shows that the paternal parenting score does not show good achievement because there is only one dimension with a score of more than 80, namely the provider role dimension. The study found that the paternal parenting index score had not reached 60, which also showed that paternal parenting in college students in this study was still low.

Table 2 shows that the most significant proportion of college students in total perceive paternal parenting in the low category. On the other hand, the most significant proportion of students perceived the high category only in the moral role (58,5%) and the role of provider (78,2%). This shows that fathers strive always to instill good values and provide adequate facilities for their children.

Table 2 Distribution of examples by category of paternal parenting

Dimensions of Paternal Parenting	Category		
	Low %	Medium %	High %
Positive attachment	60,9	28,0	11,1
Positive emotional response	38,8	41,9	19,4
Negative attachment	97,2	1,4	1,4
Moral role	15,9	25,6	58,5
Provider roles	6,6	15,2	78,2
Gender roles	72,3	21,8	5,9
The role of androgyny	69,9	28,7	1,4
Father's presence	69,9	21,8	8,3
Father's responsibilities	75,8	21,1	3,1
Total paternal upbringing	63,3	34,3	2,4

Based on these two tables, it can be seen that paternal care has not been optimally applied because the total average score and the most significant proportion of students perceive paternal care in the low category. However, most college students perceive a negative attachment dimension to the low category indicating that fathers do not apply hostile parenting to them.

The Power of Character

Character is a commitment and contingency to apply moral principles in everyday life. Character is built by three main components, namely moral knowledge, moral feelings, and moral action. In this study, the values used as the basis of moral knowledge, moral feelings, and moral actions are divided into six aspects: wisdom, constancy, humanity, justice, self-control, and spirituality. Female students had a higher average character index score (73,36-89,02) than boys (72,05-87,19). This shows that girls tend to have a better character than boys.

Knowledge, Feelings, and Moral Actions

On moral knowledge, the results showed that male and female students obtained an average score of more than 80 for the strength of character and all its aspects. This means that most students have high-category moral knowledge. Female college students have a higher average moral knowledge score than boys. When viewed per aspect, female students excel in aspects of wisdom, constancy, humanity, and spirituality compared to men. Meanwhile, male students excel in aspects of justice and self-control (Table 3).

On moral feelings, the results showed that male and female students had low scores on aspects of the character of wisdom and spirituality. This is indicated by a wisdom score of less than 80 and a score of aspects of spirituality less than 60. However, when viewed as a whole, Table 3 shows that female students have a higher average moral feeling index score in aspects of constancy, humanity, justice, and self-control than men. In addition, female students have a higher average moral feeling index score than male students. This shows that female college students have better moral feelings.

The study found that female students had a higher average moral action index score than men. This shows that female students are better at practicing humanitarian actions than men. Table 3 also shows that female and male students have good moral actions regarding wisdom and constancy, with an average score of >70. In addition, moral action regarding justice in female students is still low (56,25). Meanwhile, in men, it can be seen that moral actions regarding justice (55,84) and humanity (58,42) are also still low.

Table 3 Average values and standard deviations of knowledge, feelings, and moral actions

Variables/Dimensions	Man n=97	Woman n=192
	Average±Std	Average±Std
Moral Knowledge		
Wisdom	85,43 ± 11,88	87,88 ± 10,62
Firmness	87,97 ± 12,44	89,58 ± 11,75
Humanity	86,43 ± 16,72	89,76 ± 13,07
Justice	90,53 ± 12,65	89,77 ± 11,63
Self-control	86,03 ± 12,34	85,53 ± 12,31
Spiritual	91,84 ± 11,15	92,10 ± 10,68
Total moral knowledge	87,65 ± 9,22	88,77 ± 8,97
Moral Feelings		
Wisdom	71,13 ± 12,39	69,01 ± 14,77
Firmness	80,07 ± 20,22	86,81 ± 16,7
Humanity	92,78 ± 10,1	96,01 ± 9,26
Justice	86,94 ± 11,79	87,91 ± 12,75
Self-control	81,62 ± 16,58	86,63 ± 13,13
Spiritual	56,36 ± 24,23	53,47 ± 24,11
Total moral feelings	80,76 ± 8,78	82,5 ± 9,23
Moral Action		
Wisdom	71,6 ± 11,67	71,93 ± 13,06
Firmness	72,5 ± 14,84	72,57 ± 14,37
Humanity	58,42 ± 20,43	68,92 ± 19,91
Justice	55,84 ± 17,52	56,25 ± 17,52
Self-control	62,89 ± 17,76	66,32 ± 17,80
Spiritual	67,35 ± 17,83	70,40 ± 15,7
Total moral action	65,86 ± 9,85	67,98 ± 10,04

Analysis of Per-Dimensional Relationships on Father's Parenting Variables with Strength of Character

The results of the per-dimensional correlation test on the variables of paternal parenting and character strength showed that all dimensions of paternal parenting had a relationship with the dimension of character strength except the dimension of the father's presence (Table 4). Hal proves that the father's physical presence is not strong enough to shape a child's character. The dimensions of positive emotional response, moral role, and role of androgyny have a significant positive relationship with all dimensions of character power, namely knowledge, feelings, and moral action ($p < 0,05$). The dimension of positive attachment has a significant positive relationship only with the dimension of moral action, while negative attachment has no relation to the dimension of moral action. The dimension of negative attachment has a significant negative relationship with the dimension of knowledge and moral feelings ($p < 0,05$). In contrast, the provider role dimension has a significant positive relationship with the two dimensions of the character's strength. The dimensions of gender roles and father responsibilities have a significant positive relationship with the dimensions of moral feelings and moral actions ($p < 0,05$).

Table 4 Relationship of father's parenting (per dimension) to strength of character (per dimension)

Dimensions of Paternal Parenting	Character Power Dimension		
	Moral Knowledge	Moral Feelings	Moral Action
Positive Attachment	0,066	0,121	0,186*
Positive Emotional Response	0,215**	0,198**	0,244**
Negative Attachment	-0,172*	-0,181*	-0,052
Moral Role	0,187*	0,183*	0,243**
Provider Role	0,247**	0,250**	0,106
Gender Roles	0,115	0,177*	0,220**
The Role of Androgynous	0,191**	0,200**	0,282**
Father's Presence	0,080	0,044	0,101
Father's Responsibilities	0,056	0,167*	0,202**

The Influence of Student Characteristics, Family Characteristics, and Father's Upbringing on The Strength of Character

The results of the linear regression test in Table 5 show that the value of the adjusted coefficient of determination (Adjusted R^2) is 0,106. That is, as much as 10,6 percent of the character strength is affected by the variables used in the test. In comparison, as much as 89,4 percent is explained by other variables outside the variables present in this regression model. This study's factors that influenced character strength were age, pocket money, and paternal parenting. Age ($\beta = 0,122$) has a significant favorable influence on character strength. This means that each increase in one age unit will increase the character strength of the student by 1,501 points. On the other hand, pocket money negatively influences character strength ($\beta = -0,156$). This means that every increase of one rupiah of pocket money will reduce the strength of character by $-2,29 \times 10^{-6}$.

In contrast, the paternal parenting role variable has a significant positive influence on the strength of student character ($\beta = 0,274$). That is, every increase in one paternal parenting score will increase the strength of the student's character by 0,149 points. Meanwhile, the results of the influence test on the variables of sex, birth order, father's age, mother's age, father's length of education, length of maternal education, father's work, mother's occupation, and family size did not show a significant influence on the strength of student character.

Table 5 Test the influence of student characteristics, family characteristics, and father's parenting roles on character strengths

Variable	The Power of Character		
	B	B	Sig.
Constant	35,662		0,009
Age example	1,501	0,122	0,044
Gender	1,185	0,072	0,173
Pocket money (Rp/month)	$-2,29 \times 10^{-6}$	-0,156	0,014
Order of birth	-0,910	-0,125	0,185
Father's age	0,120	0,089	0,414
Mother's age (years)	-0,019	-0,012	0,884

Table 5 Test the influence of student characteristics, family characteristics, and father's parenting roles on character strengths (continue)

Variable	The Power of Character		
	B	B	Sig.
Length of father's education (years)	-0,022	-0,011	0,496
Duration of maternal education (years)	0,009	0,004	0,895
Father's work	2,005	0,047	0,057
Mother's work	1,184	0,076	0,376
Per capita income (Rp/month)	-2,07x10 ⁻⁷	-0,040	0,575
Big family (people)	0,322	0,055	0,410
Father's Upbringing	0,149	0,274	0,000
F		3,628	
R ²		0,146	
Adjusted R ²		0,106	
Sig.		0,000 ^b	

Note: *significant at $p < 0,05$ or **very significant at $p < 0,01$

DISCUSSION

In this study, the students ranged from 18 to 22 years. Students are in the braking phase just growing up (Arnett & Hughes, 2014). Students are generally between the age of 18-24 years old and start studying at the age of 18. According to psychosocial theory, Erik Erikson said that the stage of development in adolescence experienced is identity vs. role confusion which means that adolescents will seek or determine their identity and role in society (Santrock, 2003). Most of the adolescent parents in this study were classified as intermediate adults with an age range of 40 years to 65 years (Papalia, Olds & Feldman, 2009). The length of education of adolescent parents is dominated by high school graduates or the equivalent of 12 years. More than half of adolescents belong to moderate families (53,3 percent), which are families with several family members living under one roof ranging from 5 to 7 family members.

Based on the findings, the character strength of male and female students is, on average, in the high category. However, the results per dimension show that only the dimensions of knowledge and moral feelings show good results. The dimension of moral action is in the middle-low category for both male and female students. These results show that students know which actions are good or bad but do not necessarily not commit these wrong actions. In general, female college students have a better character than men. This result is in line with a study by Dewanggi (2014), which also found differences in character in women and boys. Women tend to be more sensitive to things related to feelings and have better social abilities (Ingalhalikar *et al.*, 2013). However, there is no solid evidence regarding character differences by sex because every child has the same stages of moral development.

The most significant proportion of students in total perceive paternal care in the low category. The dimensions perceived in the high category are only the dimensions of the moral role and the role of the provider. The most perceived moral role is that the father instills good values in the example. The most perceived role of the provider is that the father tries his best to make a living for the family. The dimensions of positive attachment, gender roles, androgynous roles, father's presence, and paternal responsibility are perceived in the low category by most college students. Low positive attachment is indicated by fathers who rarely do activities with examples. Low gender roles are indicated by fathers who rarely provide sex education and play gender-appropriate roles, for example. The role of low androgyny is indicated by fathers who rarely show feelings by crying in the presence of examples and helping the mother's work. Low paternal presence is indicated by fathers who are rarely involved in helping example, solving the problems they face. Finally, the father shows low paternal responsibility, rarely supporting the activities that the example does and delivering to the doctor when sick.

The relationship test results showed that the correlation test showed a significant positive relationship between the role of the father's upbringing on the dimensions of emotional response, negative attachment, moral role of role, provider of androgynous role with the strength of character. This study's results align with Asy'ari and Ariyanto (2019); Basuki and Indrawati (2017) that there is a positive relationship between paternal parenting and intellectual development and character building of adolescents. This is because ayah

is one of the parents who are responsible for carrying out parenting, so the role of the father's upbringing is part of the factors that affect the cognitive development and moral development of the child. A warm upbringing carried out by the father and stimulation of a good parenting environment will impact character building. According to Lickona (1994), Pangasinan has the most fundamental role in shaping adolescent behavior patterns. Parenting that is carried out with complete warmth and sensitivity, discipline and control, reason and guidance, example, and emotional socialization will affect the formation of children's character (Sari, Devianti & Safitri, 2018).

The results of the influence test showed that there was a significant positive influence between age and pocket money on character strength. Hardani, Hastuti, and Yuliati (2017) stated that as we get older, negative behavior will decrease because an individual will have more responsibility and awareness about a consequence. The role of paternal parenting is also known to significantly influence the strength of character. This is in line with Lestari (2017) statement that close parenting between father and child has a significant positive effect on the character of adolescent manners (Lestari, 2017). In this regard, it can be interpreted that adolescents with a safe attachment to their fathers tend to have good character. This result supports the theory of ecological systems that emphasizes the importance of the role of the family, especially fathers, in the development of individuals (Novianti, Latifah, & Hernawati, 2014).

This research has limitations, namely not being able to generalize the factors involved in shaping the quality of character in students as a whole, but only in research examples because of the withdrawal method carried out voluntarily. Further research is expected to examine other variables such as organizational activity and peer attachment to determine their influence on the strength of student character.

CONCLUSION AND SUGGESTION

This study involved first-year students with an average age of 18,53 years. The average age of fathers and mothers is in the intermediate adult stage. Most fathers and mothers achieve high school/equivalent education. The work that fathers do the most is private employees, while most are housewives. Most sample families are in the category of moderate families and are economically above the poverty line. The results showed that the achievement of the average score of student character strength was in the high category. However, the dimensions of moral action of both male and female students have an average score that belongs to the middle-low category. There are nine roles that fathers are supposed to perform, but most fathers tend to only apply parenting to the dimensions of provider and moral roles. The correlation test results showed that paternal parenting was significantly positively related to the strength of the characters. The multiple linear regression test results also showed that a significant increase in the role of paternal care was positively associated with an increase in the strength of student character.

Based on the findings of the study, several suggestions can be given. First, a well needs to increase positive attachment by doing activities with examples. Fathers are also expected to be able to teach examples of acting according to their gender and not distinguishing the division of roles from helping with the work that mothers usually do at home. Fathers are expected to be more responsible by supporting example activities and are always there when examples need them. Second, fathers and mothers are expected to increase cooperation in parenting in order to be able to increase the achievement of student character strengths, especially in becoming *role models* for implementing moral values in everyday life. Third, all Senior Residents and older siblings accompanying students in the dormitory during the first year of college are expected to encourage students to have a good relationship and always communicate with their fathers even if they have academic activities. Fourth, the Directorate and Dormitory of PPKU IPB are expected to be able to better involve fathers in supporting the implementation of the agenda in the dormitory. In addition, efforts to improve the quality of PPAMB (Academic and Multicultural Development Program) must continue to be carried out by conducting a comprehensive evaluation of previously running programs and making adjustments to existing conditions and needs so that the hope is that they can succeed in realizing imaginative and characterful students. Fifth, government agencies or NGOs provide special mentoring activities for fathers to develop warm care and build positive communication with their teenage children.

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