

## Husband's Role, Communication, and Father-Son Attachment Based on Perceptions of Male Students

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### Abstract

Boys perceive the role of a father based on what he sees, namely the role of their father in the family. This study aimed to identify communication, father-son attachment, and husband's role based on student perceptions. Sixty male IPB students from villages and cities were respondents in this study. Based on the results of the study, it was found that there was no difference in communication, father-son attachment, and the perception of the husband's role between students from urban and rural areas. Therefore, the level of communication is in the medium category, attachment is in the safe category, and the perception of the husband's role is in the medium category. Based on the regression test, it is known that father-son communication has a significant positive effect on the perception of the husband's role. So, the higher the communication between father and son, the better the perception of the husband's role in the division of tasks, openness with partners, accountability for the use of resources, and agreement on achieving family goals. The theoretical implication of this research is to prove that father-son communication affects sons' perceptions of the father's role; in practice, good father-son communication makes boys open with their partners, take responsibility, and share household chores.

Keywords: father-son communication, father-daughter attachment, husband's role, perception, the influence of communication-perception role

### Abstrak

Anak laki-laki memiliki persepsi peran seorang ayah berdasarkan yang ia lihat, yakni peran ayahnya dalam keluarga. Tujuan penelitian ini untuk mengidentifikasi komunikasi, kelekatan ayah dan anak, serta peran suami berdasarkan persepsi mahasiswa. Sebanyak 60 mahasiswa laki-laki IPB yang berasal dari desa serta kota terlibat sebagai responden dalam penelitian ini. Berdasarkan hasil penelitian diketahui bahwa tidak ada perbedaan komunikasi, kelekatan ayah-anak, serta persepsi peran suami antara mahasiswa asal kota dan desa. Selanjutnya, tingkat komunikasi berkategori sedang, kelekatan berkategori aman (*secure*), dan persepsi peran suami berkategori sedang. Kemudian, berdasarkan uji pengaruh diketahui bahwa komunikasi ayah-anak berpengaruh positif signifikan terhadap persepsi peran suami. Jadi, semakin tinggi komunikasi antara ayah dan anak, semakin baik pula persepsi peran suami dalam pembagian tugas, keterbukaan dengan pasangan, pertanggungjawaban pemakaian sumber daya, serta kesepakatan pencapaian tujuan keluarga. Implikasi penelitian ini adalah secara teori, membuktikan bahwa komunikasi ayah-anak laki-laki memengaruhi persepsi anak laki-laki terhadap peran ayah; secara praktik, komunikasi ayah-anak laki-laki yang baik membuat anak laki-laki akan terbuka dengan pasangannya, bertanggung jawab, dan berbagi tugas dalam rumah tangga.

Kata kunci: komunikasi ayah-anak, kelekatan ayah-anak, peran suami, persepsi, pengaruh komunikasi-persepsi peran

## Introduction

The husband's role in marriage is not only to earn a living but also to help his wife in nurturing. Likewise, the role of the wife in the household is no longer only to nurture but also to help her husband earn a living. The division of roles in the family is sometimes not the same. The wife mostly carries out the role and financial arrangements, but the decision-making process is still mostly done by the husband in the family (Putri & Lestari, 2015); the husband plays a dual role as the breadwinner and also takes care of the household because the wife becomes a migrant worker (Sa'adah, 2019); an unequal role because the wife has multiple roles and experiences violence both verbally and physically (Riady, 2021); the role of the wife of a farming family is dominant in the domestic sphere during the waiting period because the husband leaves the village family to look for work (Nadhifah, Puspitawati, & Defina, 2021). It means that the roles played by men and wives in the family differ. Marriage starts with the love for the partner in development and self-satisfaction (Baxter, 2010). Marriage is also a psychological contract between individuals who act in their self-interest. Behind individual interests, a role must be carried out when married, namely the role of husband for men and wife for women. Knowledge about roles in the family must be obtained before someone gets married, such as choosing a partner, job, house to live in, and children's education after having a family (Puspitawati, 2017). Father's involvement in positive parenting will build positive relationships in the future (Jessee & Adamsons, 2018). Children will build perceptions of the father's role in various aspects. But almost half of the parenting style of adolescents are in the low category (Rizkillah, Hastuti, & Defina, 2023).

For men, the role of husband and head of the family is a big responsibility when having a family because the majority of decisions in the family will be led by the husband, even though it involves other family members, namely the wife and children (Putri & Lestari, 2015). In addition to their role as fathers, men act as their children's teachers, advisors, and investors (Jethwani, Mincy, & Klempin, 2014). The roles and responsibilities of fathers also exist in the upbringing of the household (Datta, 2007). However, boys' perception of the father's role is more highly valued in the intellectual and social dimensions (Damayanti, 2014). Therefore, the husband's role needs to be known and understood by young adult men before continuing their life at the level of marriage.

The phenomenon now questions the role of fathers in the family. Parmanti and Purnamasari (2015) examined the role of fathers in parenting children from early childhood to adulthood by interviewing two fathers. Many studies have been conducted on children's perceptions of the father's role. David, Daharnis, and Said (2014) examined children's perceptions of the father's role from four aspects: providing physical and spiritual support, providing time to gather with children, providing education and guidance on values and norms, and making and implementing family rules. Syibli (2021) examines the perceptions of nine orphans on the role of fathers. Mulyana and Kustanti (2018) examined the relationship between perceptions of the father's role and student self-disclosure. It means that the father's role in the family has become a concern. Moreover, the current phenomenon is that the divorce rate is still above one hundred thousand, so the father's role in the family is not felt by the child raised by his mother. The divorce rate in Indonesia is 439.002 cases (2019), and it decreased to 291.677 cases (2020) but rose again to 447.743 cases (2021) (BPS Indonesia, 2022).

Marriage Law No.1 of 1974, article 31, paragraph (3) states that the husband acts

as the head of the family while the wife acts as the housewife. It is further complemented by what is explained in Article 34, paragraph (1), that the husband should protect his wife and fulfill all family needs following all his efforts and abilities. A husband spends much time outside the home because he is responsible for making a living for his family (Elia, 2000). After having children, the husband is also responsible for helping his wife educate the children as a form of husband-wife partnership.

They manage various roles carried by a husband, whether as breadwinners, husband, parents, extended family members, or the community, which can lead to conflicts that require solutions that satisfy various parties (Marks, Huston, Johnson, & MacDermid, 2001). According to Carlson (1999), the more time spent at work, the less time for family, and vice versa. It is to the statement of McBride, Schoppe, and Rane (2002) that a father has distinctive role characteristics. These roles include being a breadwinner and a character in interacting with children. It can be done by playing with children, helping them explore, being the first teacher in terms of their intellectuality, and teaching children about wisdom. Fathers participate in childcare and support children through effective communication (Gur & Hindi, 2022). Fathers are involved in joint and family meal preparation, such as cooking with the family (Jansen, Harris, & Rossi, 2020; Burnod, Patterson, Dickinson, & Coveney, 2022). Fathers are involved in feeding children and use a variety of parenting practices, and fathers influence the food eaten both at home and outside the home (Khandpur, Charles, Blaine, Blake, & Davison, 2016)

It is difficult for father-daughter communication and attachment to occur if the father has not been able to manage time well. Ackard, Neumark-Sztainer, Story, and Perry (2006) show that children feel more comfortable talking to their mothers about their problems than their fathers. Rosnati, Iafate, and Scabini (2007) say that children communicate more openly with mothers than with fathers. Children's communication with the father is generally lower than with the mother. It can also illustrate that the roles of fathers and mothers differ in communication. Fadianty, Lubis, Puspitawati, and Susanto (2016) show differences in communication between fathers and mothers with adolescents; namely, mother-adolescent communication is better than between father-adolescents.

Communication effectiveness turned out to have a positive effect on attachment. Not only that, good or good communication can provide a teenager with assistance in constructing his moral knowledge (Oladipo, 2009). The father's role at home is not optimal because the father's job is outside the city, so there is less control in the upbringing of teenagers. Therefore, attachment is also crucial, besides communication, in forming children's mindsets about the husband's role (Lestari, Sukmawati, Safitri, Simanjuntak, & Riany, 2022). As is known, an attachment is a long process since the child is still in his mother's womb until he is an adult; even this attachment has been formed at the beginning of a person's life and will remain until he grows up (Situmorang, Hastuti, & Herawati, 2016) As life goes on, a child's attachment to someone will get stronger or weaker; it can be seen from the quality of communication that occurs every day.

The husband's role needs to be understood by adult men, including those still students. After graduating from college and having a job, the next stage that will be passed is fostering a family through marriage. The research of Krisnatuti and Oktaviani (2010) explained that IPB students have priorities in continuing their life after graduating from undergraduate studies, namely working, getting married, and continuing their postgraduate studies. After graduating, scholars will be faced with a somewhat tricky

choice in continuing their life, between prioritizing work or getting married. According to Gabie and Santosa (2003), in addition to thinking about academics, namely lectures, students also have a human urge to get married which is quite a dilemma. Since college, students have begun to plan for the future and focus on finding an identity that will be a provision for postgraduate life. When judged by age, men are of the ripe age for marriage at the age of 20-25 years, and most are currently in college or completing undergraduate education (Adhim, 2002).

Much research has been done on the role of fathers in Indonesia, from teenagers in schools to students in universities. (Damayanti, 2014) his research revealed that the lower the juvenile delinquency and the more negative the adolescent male perception of the father's role, the higher the research juvenile delinquency. In line with this, (Mulyana & Kustanti, 2018) also revealed that the higher the perception of the father's role, the higher the student's self-disclosure. It was found that teenage boys were more open to mothers than fathers (Firdanianty et al., 2016). The child assesses his father's role in providing spiritual and physical support as very good (providing time to gather together, providing education and guidance regarding values and norms, and creating and implementing) (David et al., 2014). However, it differs from the findings (Syibli, 2021) that perceptions about father figures tend to be negative, while perceptions about father roles tend to be positive.

Although there have been many studies on the perceptions of sons and daughters towards the father's role, there has yet to research differences in the perceptions of boys in villages and cities. There are different dimensions of upbringing in villages and cities; rural families show more conformity, while urban communities show more autonomy (Wiswanti, Kuntoro, Ar Rizqi, & Halim, 2020). In this case, the differences in the perceptions of men living in cities and villages need to be studied because of demographic and cultural differences. Based on the cultural differences where they grew up, it is suspected that this will lead to differences in students' perceptions of the husband's role. Based on this description, this study aims to identify the factors that influence the perceptions of students who live in cities and rural areas towards the husband's role.

## Methods

### Participants

The design of this research is a cross-sectional study. It is said to be a cross-sectional study because a field survey in one area and at one time is used as a data collection technique. The research location was determined purposively at the Bogor Agricultural University Campus to know student perceptions because previously, there was research on students' readiness to marry. The length of the study was five months, namely March-May 2019.

Primary data is the type of data collected in this study. For primary data, interviews were conducted using a questionnaire relevant to the variables studied. These variables are family characteristics, father characteristics, father-son communication, father-daughter attachment, and perceptions of the husband's role. The population of this study was male final-year students who lived with their biological fathers during high school. The study sample consisted of 60 respondents consisting of 30 respondents from rural areas and 30 from urban areas. The sampling technique used is cluster sampling, which can be generalized for data collection at the Bogor Agricultural University. First, of the nine faculties, two faculties were chosen randomly by randomizing the order of the

faculties from code A to K. The results of randomization of faculties resulted in faculties C (Faculty of Fisheries and Marine Sciences) and F (Faculty of Agricultural Technology). There were 178 male students from faculty C and 201 from faculty F. Then, the random technique was repeated to select 30 students from rural areas and 30 from cities.

### **Measurement**

Family characteristics are measured by family size, income, and city/village origin. The attachment variable refers to Armsden and Greenberg (1987). Inventory of Parent and Peer Attachment (IPPA) refers to Gullone and Robinson (2005) which consists of 25 statements with a Likert scale, namely a scale from 1 to 5 (1 means never, two means never, three sometimes means, four means often, five means always) with Cronbach alpha 0.732.

Parent-child communication is an important form of interpersonal functioning as a protective factor that is particularly relevant for adolescents (Williams & Kelly, 2005). In addition, parent-child communication affects the child's perception of the role of adults plus the role in marriage. The father-daughter communication questionnaire refers to Barnes and Olson (1985), adapted from Malihah and Alfiasari (2018), with a Cronbach alpha of 0.887. The questionnaire consisted of 20 statements to measure father-daughter communication. The measurement scale used is a Likert scale, with a score from 1 to 4 (1 means strongly disagree, two means disagree, three means agree, and four means strongly agree).

The husband's role in the family is mediation or reflection on how to respond to psychological pressure obtained from work (Barnett, Marshall, & Pleck, 1992). The variable perception of the husband's role in husband-wife partnerships is measured by referring to Puspitawati (2017). Researchers developed 16 statements with a Likert scale from 1 to 4 (1 means strongly disagree, two means disagree, three means agree, and four means strongly agree) with a Cronbach alpha of 0.862. The husband's role instrument consists of four dimensions: the division of roles in the family, transparency in the family, accountability in the family, and good governance in the family.

### **Analysis**

Data processing using Microsoft Excel, and the analysis uses the Statistical Package for Social Science (SPSS) version 22. Reliability and validity tests are used to test consistency between questions. Data processing is done by using descriptive analysis and inferential analysis. Descriptive analysis was used to describe (1) the distribution of student characteristics and family; (2) the distribution of communication scores; (3) the distribution of stickiness scores; and (4) the distribution of the husband's role perception. The inferential analysis is used to knowing the relationship and influence between the variables tested, namely (1) the test of the average difference used to determine the difference in the level of perception of the role of husbands between students from rural and urban areas; and (2) multiple linear regression test to determine the effect of variables on family characteristics, communication, and attachment to the perception of the husband's role.

## Findings

### Family and Respondent Characteristics

As many as one in 10 college students have a father who is over 60 years old. However, almost all student fathers are in the middle adult category, namely, 41-60. The average age of the father is 54.03, with a range of 42-73 years. The size of the student family is in the medium category, with an average of five people. Half of the students come from small families of 4 or less. The smallest percentage is in the characteristics of large families. There are still student fathers who do not work, namely student fathers from the village. Almost half of the student fathers have more than 12 years of education (College). The second highest distribution is students whose father has the latest high school education (10-12 years), which is a quarter of the total respondents (Table 1).

Characteristics of students consist of pocket money, birth order, and family size. Almost half of the students are the eldest or first child in the family, while none of them is an only child. The proportion of middle and youngest children is one-third each in urban and rural students. This study also shows that student pocket money ranges from IDR 0 to IDR 4,300,000 per month, with average pocket money of IDR 1,176,666. More than half of students have pocket money below IDR 1,000,000, while students with pocket money above one million IDR are about a third. The results of the different tests of the pocket money variable between students from rural and urban areas showed a significant difference ( $p < 0,05$ ). The average pocket money for students from rural areas is less (IDR 823,333) than the average for students from urban areas (IDR 1,530,000).

Table 1. Characteristics of urban and rural families and students

Variable	Rural		Urban		Total		p-value
	n	%	n	%	n	%	
Family characteristics							
Age (years)							0.20
Early adulthood	0	0	0	0	0	0	
Middle adult (41- 60 years old)	26	86.7	27	90.0	53	88.3	
Late adulthood (>60 years)	4	13.3	3	10.0	7	11.7	
Total	30	100	30	100	60	100	
Min-Max	42-73		43-67		42-73		
Mean $\pm$ SD	53.73 $\pm$ 6.49		54.33 $\pm$ 5.01		54.03 $\pm$ 5.75		
Livelihood							
Doesn't work	1	3.3	0	0	1	1.7	0.02*
Work	29	96.7	30	100	59	98.3	
Length of education (years)							
0 years (no school)	0	0	0	0	0	0	0.63
<6 years (did not finish school)	1	3.3	0	0	1	1.7	
=6 years (Primary school)	9	30.0	5	16.7	14	23.3	
7-9 years (Junior High School)	1	3,3	1	3.3	2	3.3	
10-12 years (Senior High School)	5	16,7	10	33.3	15	25.0	
> 12 years (College)	14	46.7	14	46.6	28	46.6	

Variable	Rural		Urban		Total		p-value
	n	%	n	%	n	%	
Family characteristics							
Number of family members (people)							0.60
A small family ( $\leq 4$ people)	15	50.0	16	53.3	31	51.7	
Medium family (5-6 people)	13	43.3	13	43.3	26	43.3	
Big family ( $\geq 7$ people)	2	6.7	1	3.3	3	5.0	
Medium family (5-6 people)	13	43.3	13	43.3	26	43.3	
Total	30	100	30	100	60	100	
Min-Max	2-9		2-15		2-15		
Mean $\pm$ SD	4.87 $\pm$ 1.45		4.93 $\pm$ 2.19		4.90 $\pm$ 1.84		
Characteristics of students/respondents							
Birth order							0.89
Eldest	15	50.0	12	40.0	27	45.0	
Middle	8	26.7	9	30.0	17	28.3	
Youngest	7	23.3	9	30.0	16	26.7	
Single	0	0	0	0	0	0	
Pocket money (IDR)							0.02*
<1.000.000	24	80.0	13	43.3	37	61.7	
>1.000.000	6	20.0	17	56.7	23	38.3	
Total	30	100	30	100	60	100	
Min-Max (IDR/1.000)	0-1500		0-4300		0-4300		
Mean $\pm$ SD	823.33 $\pm$ 375.71		1530 $\pm$ 905.59		117.66 $\pm$ 774.23		

Note: n=number of respondents/sample; (\*) significant at  $p < 0.01$ ; (\*\*) significant at  $p < 0.05$ ; (\*\*\*) significant at  $p < 0.01$

### Father-Son Communication

Overall, the communication in this study is in the moderate category (Table 2), with an average index of 64.75. The average positive communication index for students is 61.21. On the other hand, the average index for negative communication is 30.92. There were no significant differences in all dimensions and total for students of urban and rural origin. Positive communication among students from rural areas has the most extensive distribution in the low category, which is less than half of students from urban areas. However, the overall low and moderate categories of positive communication have almost the same distribution, which is less than half.

Table 2. Distribution and statistical data of father-daughter communication by region of origin

Communication Dimension	Rural		Urban		Total		p-value
	n	%	n	%	n	%	
Positive Communication							
Low	13	43.3	14	46.7	27	45.0	0.17
Medium	12	40.0	14	46.7	26	43.3	
High	5	16.7	2	6.7	7	11.7	
Min-max	36.36-100		21.21-81.82		21.21-100		
Mean $\pm$ SD	63.53 $\pm$ 16.54		58.88 $\pm$ 13.37		61.21 $\pm$ 15.10		

Communication Dimension	Rural		Urban		Total		p-value
	n	%	n	%	n	%	
Negative Communication							0.61
Low	30	100	29	96.7	59	98.3	
Medium	0	0	1	3.3	1	1.7	
High	0	0	0	0	0	0	
Min-max	0-100		7.40-70.37		0-70.37		
Mean ± SD	29.75 ± 13.70		32.09 ± 13.20		30.92 ± 13.39		
Total							0.52
Low	8	26.7	8	26.7	16	26.7	
Medium	16	53.3	21	70.0	37	61.7	
High	6	20.0	1	3.3	7	11.7	
Min-max	46.67-100		36.67-86.67		36.67-100		
Mean ± SD	66.55±12.83		62.94±11.20		64.75±12.08		

Note: n=number of respondents/examples

The negative communication dimension was found in the low category, with an average index of 30.92. It shows that students' communication activities with their fathers rarely fight or open up to each other. In the results of the study, it was seen that most students had low negative communication. It can explain that the communication between the child and the father allows the child to have a better perception of the father and husband.

### Father-Son Attachment

The father-son attachment in this study was categorized as secure, with more than half of the respondents having an index mean of 72.46 (Table 3). The attachment variable is categorized as secure. Overall, the highest average index is in the trust dimension (80.11), while the lowest is in the communication dimension (64.04). Most of the students from cities and villages believe in their fathers. It can be seen in the results of the trust dimension.

Table 3. Distribution and statistical data of father-daughter attachment based on the regional origin

Attachment Dimension	Rural		Urban		Total		p-value
	n	%	n	%	n	%	
Trust							0.68
Insecure	7	23.3	5	16.7	12	20.0	
Secure	23	76.7	25	83.3	48	80.0	
Min-max	53.33-100		46.67-100		46.67-100		
Mean ± SD	79.66±12.84		80.55 ± 15.03		80.11 ± 13.87		
Communication							0.188
Insecure	17	56.7	16	53.3	33	55.0	
Secure	13	43.3	14	46.7	27	45.0	
Min-max	10.74-85.19		25.93-96.30		25.93-96.30		
Mean ± SD	65.18±12.40		62.83 ± 16.46		64.01 ± 14.49		



Attachment Dimension	Rural		Urban		Total		p-value
	n	%	n	%	n	%	
Alienation							0.198
Insecure	11	36.7	11	36.7	22	36.7	
Secure	19	63.3	19	63.3	38	63.3	
Min-max	44.44-100		16.67-94.44		16.67-100		
Mean ± SD	74.07±14.46		70.74 ± 19.35		72.40 ± 17.02		
Total							0.193
Insecure	11	36.7	11	36.7	22	36.7	
Secure	19	63.3	19	63.3	38	63.3	
Min-max	53.3-89.33		40.0-94.67		36.67-100		
Mean ± SD	73.11±10.73		71.82±14.45		72.46±12.08		

The communication dimension has the lowest average index of 65.18 for students from rural areas and 62.83 for students from urban areas. More than half of students from rural and urban areas have an insecure attachment to the communication dimension. More than half of the respondents are categorized as secure on the alienation dimension. Based on the results of the independent t-test, it is known that there is no difference in all dimensions and the total attachment of students from rural and urban areas.

#### City and Rural Student Perception of Husband's Role

For the variable of student perception about the husband's role, the total index average is 76.64. The highest average index is seen in the division of tasks and roles, while the lowest index is in the dimension of good governance (66.66). The dimension of transparency has an average index of 74.58 and accountability of 74.16. For the dimensions of good governance, more than two-thirds of respondents are in the moderate category. The accountability dimension has the second-highest distribution after the excellent governance dimension. The results show that students in the medium category are half for the perception of the husband's role in the field of being responsible for using resources in the family. On the other hand, the dimensions of the division of tasks and roles have a distribution of more than half. Furthermore, differences were not seen in all dimensions and accurate perceptions of the husband's role between students from rural and urban origins (Table 4).

Table 4. Distribution and statistical data of husband's role perception based on the regional origin

Husband's Role Perception	Rural		Urban		Total		p-value
	n	%	n	%	n	%	
Division of Tasks and Roles							0.12
Low	0	0	1	3.3	1	1.7	
Medium	19	63.3	19	63.3	38	63.3	
High	11	36.7	10	33.3	21	35.0	
Min-max	61.11-88.89		55.56-88.89		55.56-88.89		
Mean ± SD	74.25 ± 9.50		75.00 ± 8.09		74.62 ± 8.76		

Husband's Role Perception	Rural		Urban		Total		p-value
	n	%	n	%	n	%	
Transparency							0.83
Low	3	10.0	3	10.0	6	10.0	
Medium	17	56.7	16	53.3	33	55.0	
High	10	33.3	11	36.7	21	35.0	
Min-max	58.33-100		50-100		50-100		
Mean ± SD	73.88 ± 10.66		75.27 ± 12.08		74.58 ± 11.31		
Accountability							0.57
Low	6	20.0	5	16.7	11	18.3	
Medium	14	46.7	16	53.3	30	50.0	
High	10	33.3	9	30.0	19	31.7	
Min-max	50-100		50-100		50-100		
Mean ± SD	74.44 ± 14.00		73.88 ± 13.26		74.16 ± 13.52		
Good Governance							0.10
Low	8	26.7	6	20.0	14	23.3	
Medium	22	73.3	23	76.7	45	75.0	
High	0	0	1	3.3	1	1.7	
Min-max	50-79.17		50-83.3		50-83.33		
Mean ± SD	66.11 ± 9.39		67.22 ± 7.55		66.66 ± 8.47		
Total							0.30
Low	0	0	0	0	0	0	
Medium	19	63.3	21	70.0	40	66.7	
High	11	36.7	9	30.0	20	33.3	
Min-max	61.90-92.06		60.32-95.24		60.32-95.24		
Mean ± SD	76.24 ± 8.74		77.03 ± 7.80		76.64 ± 8.23		

### The Influence of Family Characteristics, Father-Son Communication, Father-Son Attachment, and Husband's Role Based on Student Perceptions

Less than one-third of students' perceptions of the husband's role can be explained by the model's communication and father-son attachment variables (Table 5). Meanwhile, almost two-thirds are explained by other variables that are not studied. Communication between father and son turned out to have a significant positive effect ( $p < 0.01$ ) on students' perceptions of the role of husbands ( $B = 0.474$ ). It shows that father-daughter communication during adolescence influences students' perceptions of the role of husbands. It can also explain that every one-unit increase in the father-son communication score can increase the husband's role perception score by 0.474 points. The regression test results stated that communication between fathers and children affected students' perceptions of the husband's role.

Table 5. Regression values between family characteristics and communication, attachment between father and son, and husband's role based on student perceptions

Independent Variable	Beta Unstandardized	Std. Error	Beta Standardized	Sig.
Model 1				
Constant	1.768	0.649		0.009
Father's age (years)	-0.113	0.197	-0.077	0.568
Father's education long	0.069	0.057	0.159	0.234

Independent Variable	Beta Unstandardized	Std. Error	Beta Standardized	Sig.
Number of family members (person/person)	-0.084	0.092	-0.105	0.366
Birth order	0.029	0.068	0.051	0.668
Pocket money (IDR)	-0.101	0.121	-0.105	0.405
Father-daughter communication	0.474	0.111	0.604	0.000**
Father-child attachment	-0.132	0.151	-0.135	0.385
R2		0.406		
Adjusted R2		0.326		
F		5.078		
Sig		0.000		

Note: (\*) significant at  $p < 0.05$ ; (\*\*) significant at  $p < 0.01$

## Discussion

Students have pocket money, but the amount of pocket money for students from the village is lower than that for students from the city. The low pocket money for students from the village is also because there are students whose fathers do not work. Based on scientific journal searches, rural and urban students have no difference in pocket money. Meanwhile, more than half of the respondents get no more than pocket money IDR 1.000.000.00 per month. This finding is almost the same as Hanum (2017), finding; even in his findings, it was revealed that the amount of student pocket money given by parents was not more than IDR 1,000,000 was more than two-thirds. If this amount is compared with students who receive daily allowances, it turns out that there are almost IDR 1,000,000 in one month (Rosyidah & Andrias, 2015).

The study results explain that communication is included in the medium category. It is different from the findings of Firdanianty et al. (2016), namely, fathers communicate more often and are close and open with teenage girls than their teenage boys. Suggest that parents should listen, provide support and advice, and help their adolescent children. Attachment variables are categorized as safe. This finding is also by the results of Krisnatuti and Putri (2012), which state that most of the distribution of father-child attachment is in a specific category. The husband's role perception variable is in the middle class. It is different from the division of roles in a foster couple's family, where some couples describe the traditional division of labor based on gender roles, depicting the father as a playmate and disciplinarian and the mother as the primary caregiver, primarily when the father works full time. The mother stays at home (Cooley & Petren, 2020). According to Usman (2013) parent-child communication will make children imitate this in everyday life. The child's communication with the father, even though the stepfather, is still established, and they can communicate about matters related to their school problems, values, and parties (King, Thorsen, & Amato, 2014). Gay fathers stay in touch with their adopted children and communicate their educational expectations to their children throughout their lives (Goldberg, McCormick, Frost, & Moyer, 2021). Based on these findings, it can be seen that, in general, students have low negative communication. It can explain that communication between children and fathers allows children to perceive fathers and husbands better. Children can understand the role of their husbands from their assessment of their parents' opinions from interactions with parents (Ackard et al., 2006).

About the study's results, the attachment between father and son was categorized as secure for more than half of the respondents. This finding is the same as the finding of Krisnatuti and Putri (2012) that the attachment of fathers and adolescents is secure, and the number is almost three-fourths of respondents. However, the percentage is still higher in adolescent girls than in adolescent boys. Furthermore, the highest attachment is in the trust dimension, but the attachment from the communication dimension is still high. It is different from the findings of Malihah and Alfiasari (2018) that the attachment of fathers and adolescents is secure and the number is almost three-fourths of respondents. However, the percentage is still higher in adolescent girls than in adolescent boys. Furthermore, the highest attachment is in the trust dimension, but the attachment from the communication dimension is still high. It is different from the findings of Maximo et al. (2011). His findings indicate a relationship between communication and affection between parents and adolescents. Imsa's research (2017) also supports this statement, stating that increasing father-adolescent communication will increase the attachment of adolescent fathers and mothers. Communication is also one of the attachment dimensions that causes these two variables to be closely related. When communication is low, the extension will be down.

The study's results show that communication with students is in the medium category, and the attachment variable is in the safe category. Father-daughter attachment can be well documented if the attachment and communication are positive and continuous. Fathers can play verbally with children to train their children's communication skills since childhood, and are often done (Hengst, 2015). The quality of father-daughter attachment is essential as a protective factor, especially against victims of bullying (Hong et al., 2021). Father-son attachment can also influence adolescent eating disorders (Hazzard, Miller, Bauer, Mukherjee, & Sonnevile, 2020). Freud (1905) said that personality is formed in the early years when children, especially during adolescence, experience transitioning to adulthood. The psychosexual theory distinguishes the character between men and women and the learning process. Boys will be closer to their mothers on a mission to find an attraction to the opposite sex, but they still need a father to be a role model in life. These processes will enable children to take on their roles in the world of work and build families with their wives like their fathers and mothers (Barnett & Hyde, 2001). The attachment between a son or a man with his father is the most influential and socially significant thing (same-sex relationship) needed in life's journey (Floyd & Morman, 2003). Many previous studies have raised the topic of the attachment between father and son that affects emotional intelligence, success, sexual behavior, communication behavior of children, and relationships with their children. Poor communication, such as abuse or verbal abuse by a father against his child, hurts the father-son relationship and attachment (Khan & Deb, 2021). As is well known, assessing the attachment between son and father is essential for a son's view of the life he will lead. This situation makes the child more developed if there is a good relationship between father and son.

The regression test results stated that communication between fathers and children influenced students' perceptions of the role of husbands. Deficiencies in communication, intimacy, openness, and attention in the family, will disrupt the process of forming the behavior of teenagers (Gunarsa, 2008). Regarding this perception, almost all students said they wanted to be helped to earn a living and let their wives work for their families and help their husbands. This study revealed that male students' perceptions of the husband's role were in the medium category. Marks et al. (2001) explained that the husband's

position could be directly related to income and family activities. The husband feels his role will be perfect if the income from his job is significant and he can do activities with his partner and children. It shows that students have described the husband's role in terms of the economy and interactions with his wife and children. Thus, masculine attitudes will be related to the roles played in the family (Mintz & Mahalik, 1996), and that is what their father's children imitate. Based on this explanation, the father's role affects the perception of the part of the husband. Research by Grady, Tanfer, Billy, and Lincoln-Hanson (1996) shows that almost 90 percent of husbands consider their children a shared responsibility. One form of a father's responsibility towards his children is in the continuity of their children's education.

Fathers, as their children's advisors, will encourage them to stay in school and not make mistakes that can hinder their educational goals. Fathers as teachers will provide cognitive support; fathers as investors in their children's education will save for their children's future (Jethwani et al., 2014). Responsibility for their children can begin with the interaction of father and son when the child is still a baby, such as feeding and playing with his child (Chatoor, Sechi, Vismara, & Lucarelli, 2022). For example, the fathers in Reisz et al. (2019) had more control over their sons than their daughters in eating. This finding is not in line with research that explains the perception of male students about the division of roles that men as husbands have more severe responsibilities in the family, including for economic needs (73.3% of students from rural areas and 63.3% from urban areas). However, Datta (2007) revealed that some of the men in his study questioned the gendered parenting role they were expected to perform. They rated the role of discipline in the family as damaging their relationship with their children.

This study assumes differences in the characteristics of families and students as respondents, father-daughter communication, father-daughter attachment, and perceptions of the role of husbands in urban and rural students. However, after statistical tests were carried out, each variable had no differences. It refutes the hypothesis that there are differences in father-daughter communication between rural and urban students due to the distance from the father's workplace, the intensity of chat with the father, and several other things that are thought to have a relationship with each variable. This finding is different from the findings of Situmorang et al. (2016). The finding is that parent-adolescent engagement in rural areas is still in the low category compared to urban students. Furthermore, this research still has some limitations: not all respondents have a priority to getting married and think about the division of roles in the family, so it is not easy to describe the perception of students' roles clearly. Another limitation is that this study did not include other factors that could influence it.

## **Conclusion and Recommendation**

### **Conclusion**

Almost half of the students are the eldest children and have an allowance of less than IDR 1,000,000 per month. The pocket money of students from rural areas is lower on average than students from cities. The average student family size is five people. Less than a fifth of students have a father over 60. There are still student fathers who do not work, live in the village, and have not completed their education. In this study, communication was in the medium category, attachment was in a specific category, and the husband's role perception was in the medium category. In addition, there were no

differences between students from rural and urban areas in characteristics, father-daughter communication, father-daughter attachment, or the perception of the husband's role. The relationship between communication with attachment and the husband's role perception is a very significant positive. The relationship between attachment and the husband's role perception is also significantly positive. Furthermore, there is a significant positive effect of father-daughter communication on students' perceptions of the role of husbands. The higher the communication between father and son, the better the perception of the husband's role in the division of tasks, openness with partners, responsibility for using resources, and agreement on achieving family goals. The theoretical implication of this research is to prove that father-son communication affects sons' perceptions of the father's role; in practice, good father-son communication makes boys open with their partners, take responsibility, and share household chores.

### Recommendation

The advice is for students to improve their communication and attachment with their fathers. If face-to-face communication is not possible due to long distances, social media can be a support. In addition, institutions in the field of marriage and family are expected to increase the perception of the husband's role. Some simple ways can be done, namely educating prospective husbands and prospective fathers through social media in the form of pictures, articles, to informative videos. Furthermore, educational institutions in the family sector can participate in learning through interactive seminars to pave the way for men to be more qualified in the division of family tasks. Future research can examine other variables, such as the perception of the wife's role, social factors, emotional intelligence, and children's self-control.

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