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The Significance of the Father's Role in the Formation of Adolescent Boys' Self-Identity in Ternate City

Nurdiana Hi. Barakati ¹, Siti Munadiyah ², Nurfia Abdullah ³

¹ Psychology Study Program, Faculty of Social and Political Sciences,
Muhammadiyah University of North Maluku

² Psychology Study Program, Faculty of Social and Political Sciences,
Muhammadiyah University of North Maluku

³ Psychology Study Program, Faculty of Social and Political Sciences,
Muhammadiyah University of North Maluku

E-mail: : dnurdiana054@gmail.com

Abstract

This study aims to understand the significance of the father's role in the formation of adolescent boys' self-identity in Ternate City. A father's involvement in an adolescent's life is a key factor influencing emotional and social development as well as identity formation; however, research on this topic remains limited, particularly in Eastern Indonesia. The study employs a qualitative approach using interpretive phenomenology. Participants consisted of three adolescent boys aged 15-18 years who live with their biological fathers in Ternate City and were selected through purposive sampling. Data were collected via semi-structured in-depth interviews, non-participant observation, and documentation, and were analyzed using the Miles and Huberman model. The findings identified three main themes: (1) the father's direct involvement in fostering closeness and shaping the adolescents' character, (2) the father's availability as a source of emotional support, and (3) the father's responsibility in instilling values through role modeling. All three participants viewed the father's role positively, although the intensity of their involvement varied. Values such as discipline, responsibility, honesty, and spirituality instilled by the father were internalized by the adolescents and contributed to the formation of a positive identity.

Keywords: *Father's Role; Self-Identity; Adolescent Boys; Interpretive Phenomenology; Ternate City*

INTRODUCTION

Adolescence is a crucial stage in human development, particularly in the formation of self-identity. According to Erikson (1950), this phase is characterized by a conflict between identity and role confusion, in which individuals strive to discover their true selves through the exploration of values, roles, and life goals. This concept was further developed by Marcia (1966) into four identity statuses: identity achieved, identity moratorium, identity foreclosure, and identity diffusion. For adolescent boys specifically, this process is closely tied to understanding what it means to be a man within social, cultural, and family contexts, making external guidance particularly from

a father figure a significant developmental factor. A father's role in adolescent development extends beyond economic provision to encompass direct involvement, emotional availability, and responsibility three dimensions identified by Lamb (1987) as central to paternal influence. Through daily interactions, fathers model communication, emotional regulation, and problem-solving, consistent with social learning theory's emphasis on observational learning. The quality of this relationship, marked by empathy, open communication, and commitment, has been shown to foster emotional stability, self-confidence, and the formation of positive masculine traits such as independence, courage, and self-control (Arifin, 2019; Afifah, 2022).

Several studies increasingly confirm that warm and supportive paternal involvement plays a crucial role in adolescents' emotional, moral, and social development. Fathers who actively engage in open and empathetic communication contribute to better emotional regulation and stronger psychological resilience among adolescent boys. In addition, the presence of a father during adolescence is positively associated with the development of a stable moral foundation, as adolescents internalize the values and behavioral standards modeled by their fathers. Consistent paternal support has also been shown to enhance adolescents' social competence, including their ability to build healthy peer relationships and to navigate social challenges with greater confidence. Overall, these findings underscore that the quality of father-adolescent interaction is not merely a supplementary factor, but a fundamental element in shaping well-rounded adolescent development (Hidayati & Sugiarto, 2025; Nurjanah et al., 2023).

However, paternal involvement is shaped by multiple factors. At the individual level, a father's psychological readiness, values, and parenting beliefs influence the degree of his engagement (Fitriana et al., 2025). At the structural level, work demands and cultural norms particularly in societies that predominantly view fathers as breadwinners can limit the intensity of father-adolescent interaction (Nursyahbani, Munawar, & Hariyanti, 2023; Khairunnisa & Pamuji, 2021). In the Indonesian context, the father's role is gradually shifting toward greater emotional engagement, though the quality of interaction remains an area requiring improvement.

Despite a growing body of literature on paternal influence, most existing studies focus on early childhood or employ quantitative approaches, leaving a gap in understanding how adolescent boys themselves experience and make meaning of their father's role. This gap is particularly evident in under-researched regions such as Ternate City. Preliminary interviews conducted for this study suggest that adolescent boys in Ternate perceive their fathers as figures of emotional support, guidance, and role modeling even when constrained by work demands and describe their relationships as close and communicative. These initial findings highlight the need for a deeper, experience-centered inquiry.

Therefore, this study aims to explore the significance of the father's role in the formation of self-identity among adolescent boys in Ternate City. Using an Interpretive Phenomenological Analysis (IPA) approach (Smith, Flowers, & Larkin, 2009), this study examines the lived experiences of male adolescents aged 15-18 years to generate an in-depth understanding of how paternal involvement shapes their emerging sense of self.

METHOD

This study employed a qualitative method grounded in an Interpretive

Phenomenological Analysis (IPA) approach, as developed by Smith, Flowers, and Larkin (2009), to deeply understand the subjective experiences of adolescent boys in interpreting the role of fathers in the formation of their self-identity. This approach was selected because it allows the researcher to explore how participants personally make meaning of their lived experiences, rather than merely describing observable behaviors. The research was conducted at State Senior High School 1 of Ternate City, North Maluku Province. This school was selected because it serves students from diverse social and cultural backgrounds, providing a rich context for examining how paternal roles are perceived and experienced differently across family and cultural settings. Furthermore, students at this school are known to be actively engaged in both academic and organizational activities, reflecting values of responsibility and independence that are directly relevant to the focus of this study.

The primary data sources consisted of three male adolescents aged 15-18 years, selected through purposive sampling. Participants were required to meet the following criteria: (1) male adolescents aged 15–18 years residing in Ternate City; (2) active students at State Senior High School 1 Ternate; (3) living together with their biological father in the same household; and (4) having an ongoing relationship and active interaction with their biological father. Secondary data were obtained from school documents and information provided by guidance counselors to support contextual understanding of the participants.

Data collection procedures consisted of three stages: (1) *Preliminary Study*, involving initial interviews to identify relevant participants and map the general phenomena; (2) *Primary Data Collection*, conducted through in-depth semi-structured interviews, allowing participants to express their experiences, perceptions, and personal meanings regarding their father's involvement, emotional support, communication, and role modeling in daily life; and (3) *Observational Notes*, in which the researcher documented non-verbal cues such as facial expressions, voice intonation, and body language during interviews to enrich the interpretation of meanings conveyed.

Data analysis followed the IPA procedure consisting of four stages: (1) *Reading and Re-reading*, involving immersion in the raw transcript data; (2) *Initial Noting*, identifying significant statements and experiential claims; (3) *Developing Emergent Themes*, categorizing patterns of meaning into specific themes; and (4) *Searching for Connections Across Themes*, synthesizing the essential meanings of participants' experiences into a coherent interpretive account. To ensure the validity and credibility of the findings, triangulation was applied through cross-checking data from interviews, observational notes, and secondary sources.

RESULTS AND DISCUSSION

Profile Participants Study

No.	Biodata	Subject I	Subject II	Subject III
1.	Name (initials)	AT	CH	FK
2.	Gender	Man	Man	Man
3.	Place and date of birth	March 31, 2008 (17 years)	January 12, 2010 (15 years)	June 25, 2009 (16 years)

4.	Religion	Islam	Islam	Islam
5.	Tribes	North Maluku	North Maluku	North Maluku
6.	Cultural background	Ternate	Ternate	Ternate
7.	Inner Order Family	3 of 4 Siblings	2 of 3 Siblings	1 of 3 Siblings
8.	Marital status	Not married yet	Not married yet	Not married yet

Based on the results of in-depth interviews and observations of the third participant, findings were obtained that describe the dynamics of the father-adolescent relationship in the context of identity formation. Using an interpretive phenomenological approach, this study seeks to understand the participants' subjective experiences regarding the role of the father in their lives, in order to uncover the essential meaning of these experiences at different stages of development (Smith, Flowers, & Larkin, 2009). Following data collection from the third participant via interviews, the next step was to analyze the various forms of the father's role that emerged in the context of male adolescent identity formation. Based on the results of coding and thematic analysis, three main themes were identified that represent the meaning of the father's role in male adolescent identity formation, analyzed according to the dimensions of paternal involvement (Lamb, 1985): (1) The father's direct involvement in fostering closeness and shaping the character of adolescent boys, (2) The father's availability as a source of emotional support, and (3) The father's responsibility in providing a role model through his exemplary behavior.

1. Involvement Straight away Dad in Forming Closeness and Character of Teenagers

Experiences shared by the three participants show that they feel involvement straight to father in life everyday , even though with varying intensities and forms in accordance with conditions of each family . Involvement This No only related with presence physical , but more on quality interactions that occur between fathers and teenagers . Third participants interpret every time with father as chance valuable For build healthy relationship at a time get learning life .

AT describes that although time interact with limited father Because busyness work , he still feel father's presence through attention given in moment togetherness . He statment :

“ Activities with father every day Enough limited , usually only just chatting or ask about things that are not I understand , even though so , I feel like when father is very busy Work Still make time self chatting with me , especially remind importance focus learning. ”

Statement This show that AT assesses father's involvement in positive . He doesn't emphasize on duration time togetherness , but rather on quality attention given . The feeling of “ happiness ” expressed reflect appreciation to father's business in the middle busy , and understanding that limitations time No form neglect , but rather part

from not quite enough replied father. The advice given was also interpreted as form concern towards the future .

Experience CH's father also experienced the same thing working outside city . Although there is distance physically , he still feel father involvement through quality interaction every time they met . He said :

"When I was with my father, of course take time time For I with brother , maybe father when There is time free time often invite Eat together and then We chat , chat about How is the school progress .

This is show that activity simple like Eat together become means build closeness and communication . CH also added :

" It's nice because of my father from I small come finished That go again , wow dad is home here time I use for me time with dad, happy meet father"

Statement This reflect feeling happiness and strong enthusiasm every time I meet my father. Even though used to with father's condition is not always present , CH actually interpret every meeting as moment special . He is aware utilise time the For build proximity emotional , so that quality interaction become more meaningful than frequency meeting .

Different with AT and CH, FK experienced greater father involvement intense in life daily . He describes various activity togetherness with father, like

"If the activity daily if There is time Possible read newspaper with with drinking coffee together , because my father and I have the same hobby Like watching football, sports , playing badminton you're welcome . Besides that watch cinema too, like invite eat

Activity the No only become routine , but also brings a sense of comfort and warmth in connection they . FK feels proximity with father through similarities interest and time quality togetherness . He also said :

"I am happy use up time with father because father is Like make jokes and likes love advice or lessons important and me feel like Because Can get matter new from interact with father."

Statement This show that FK views father as a pleasant figure at a time become source learning. Attitude humorous father creates atmosphere relax , while advice given enrich experience and understanding his life .

More next , third participants show that father's involvement is not only reflected in togetherness , but also deep giving direction and planting values life . AT stated :

" Communication with that father walk good . Father often remind importance focus study and discipline . Although I follow guidance learn and have hobby other than that , my father emphasized that I prioritize education."

This show that the father plays a role in form attitude discipline and future orientation . AT interprets directions the as form attention , not pressure , so that help himself in arrange priorities and goals life .

CH also feels the role of fathers in build open communication , as he said , *"If the type activity yeah bro more Lots chatting with dad and eating with let Can freely telling and conveying desire I to father."*

Experience This show that established relationship two- way nature , where CH feels safe For convey his feelings and desires .

Temporary that , FK revealed that father often give related advice with mark life , " Usually father often give advice if Already become successful child Don't underestimate others and don't waste time So honest and responsible teenagers answer

Advice the reflect planting moral values such as low heart , honesty , and responsibility answer. FK interprets matter the as form father's concern in form character himself , not just encouragement For reach success .

In a way overall , the involvement of the father experienced third participants show that although own different intensities and forms , fathers still make an effort present in life child they . Presence the No always realized in formal activities , but rather through quality meaningful interactions . Third participants reflect time with father as means For build proximity emotional at a time get instrumental direction in formation character and identity self they as teenager man .

Involvement father immediately understood participants as presence in life everyday looks through interaction , communication , and attention given . Involvement This No always measured from duration time together , but rather from quality interactions that create a feeling of being cared for and appreciated . Form father involvement varies , especially influenced by work and availability time . In participants who have time with father limited , father's presence remains felt through conversation , giving advice , or activity simple together . Interaction the perceived as form strengthening attention proximity emotional .

Understanding about father involvement is growing in line with the process of maturity emotional experiences experienced by the participants . Participants start capable manage hope , understanding father's condition , and assess that quality interaction more important than amount time together . Findings This in line with what Lamb (1985) stated that involvement direct is interaction face advance between father and teenager in various activities , with emphasis on quality interaction No just duration time together . Research the latest also supports findings this , where Brown (2023) and Fagan & Cabrera (2020) found that capable teenagers understand limitations parenting time tend more value valuable and constructive interactions strong closeness although time together limited .

On the other hand , the activities carried out by the participants with father starting from activity both internal and external external show that father's presence is not only on the matter important only , the existence advice accompanied by humor in interaction make participants feel comfortable without feel pressed , Activity the create comfortable and enabling atmosphere occurrence two- way communication , so that the father is perceived No only as figure authority , but also as a pleasant and easygoing figure approached . This is show involvement direct fatherhood , where the father is not only play a role as figure authority but also as a fun figure For invited interact . Interaction patterns kind of This in accordance with Petts' (2024) findings state that that diverse father involvement covers formal and informal activities provide impact positive to development social teenager .

Involvement direct father also includes giving direction and planting mark life . Encouragement For focus study and discipline understood participants as form concern towards the future , not as pressure . Informal atmosphere such as Eat together utilized For build two -way communication so that participants freely telling stories . Advice

about success accompanied by emphasis humility heart , honesty , and responsibility answer accepted as learning valuable character . Pattern of giving directions This reflect what Lamb (1985) explained that involvement straight father covers verbal interactions that give guidance and support emotional , besides activity physique together .

With Thus , involvement straight away father became runway important in build proximity emotional as well as form character participants . Although intensity the presence of fathers varies for each participant , they still capable understand and interpret interactions that occur as form meaningful presence . Participants see father's presence is not only just physical , but also through communication , direction , advice , and attention in daily life . How participants understand and accept father's condition in general positive participate push creation deeper relationship mature and harmonious between fathers and teenagers . With pattern interaction this , involvement father did not immediately only give support in life everyday life , but also plays a role important in formation identity , values , and independence teenager man .

2. Father's availability as Source Support Emotional

The participants show that father's availability is not only measured from presence physical , but also from convenience For connect and communicate when they need . Availability the covers aspect physical and affective that make teenager feel like a father always can relied upon at the time required . AT describes father's availability even though there is limitations time :

"Dad usually go home to home in the afternoon or after Maghrib from campus , because Still There is work additional in the office . However , father is easy contacted when I need For convey something "

Statement This show that even though father has busyness and time relative return night , thing the No reduce proximity they . AT not evaluate the mere presence of the father from existence physically at home , but from father's willingness to still respond and be present when needed . He felt own room open and secure communication Because I'm sure dad will give positive response .

More furthermore , AT also shows sensitivity in understand father's condition with stated:

"I feel No brave bother when father was angry or own Lots job . I choose right time For communicate ."

Attitude This reflect existence empathy and maturity in weave communication . AT does not force his wish For talking , but capable read situation emotional father and choose the right time for communication can ongoing in a way effective . This is show mutual relationship understand and support creation harmonious interaction .

Experience CH, whose father also felt the same working outside city . Although separated in a way physical , CH remains feel father's availability through consistent communication and ongoing attention . He statment :

" To communication walking with dad with Good and father also often monitor from the closest people like uncle and teacher at school . If communication in One Sunday That can be 5-6 times , father often ask how's the progress ? There is improvement not at school and in activities I everyday."

This show that father's presence is not always must in form physical , but can realized through regular communication and involvement in monitor development

children . Attention the keep CH feel noticed and connected .

CH also added :*“Yes , sis , I easy contact father when need whatever , when outside service father’s city often phone , initially I chatting first and father directly telephone ask wants and needs I. ”*

Statement This describe high father responsiveness to need children . Fast and direct communication patterns show father's seriousness in give attention . This is make CH feel heard , understood , and supported although communication ongoing from distance far away . In addition , CH also shows understanding to condition emotional father with stated :

“When father was There is problems and anger I will Wait until father calms down and can invited talk . As far as This when I want to talk always with dad open For I. ”

Attitude This reflect empathy , patience , and belief that father remains open for him , so that foster a sense of security in communicate .

Temporary that , FK views father's availability through form immediate attention given in life everyday , especially in field academic . He said :

“While at school during There is lesson , father asked There is material that can understood or no and that father the type that likes help , for example he Like his children ask for advice or input to him. ”

Statement This show that FK's father has high level of concern to development his children , especially in the learning process . Attention given No only focuses on results , but also on understanding material . Father's open and supportive attitude make FK feel comfortable For ask questions , ask for advice, and express difficulties faced .

In a way Overall , the availability of fathers experienced by the three participants show similar patterns , namely existence responsiveness , openness , and ease For contacted although in different conditions . All three also showed maturity in understand father's situation as well ability For choose right time in communicate . For them , the availability of the father is not only interpreted as presence physical , but as readiness emotional and openness that allows they feel safe , comfortable and supported in various situation .

Father's availability is understood as father's ability to can reachable when required . Availability This No only understood as presence physical , but especially as father's willingness to responding , listening , and giving support emotional . The participants who stayed same house with father describing that although his father own routine work , father remains can contacted when they need . Relative father's response available For communicate provides a sense of security , so participants feel own figures that can reliable in face situation certain .

Third participants also felt that father is able understand condition emotional them and adjust method communicate . Father chooses right time For discuss and not force conversation when participants Not yet Ready in a way emotional . Attitude This create room safe for the participants For express feelings and convey problems faced . Findings This support Lamb's (1985) view states that availability or accessibility is not just presence physically at home , but ability teenager For connect and communicate with father whenever needed . Dimension This covers responsive , namely father's alertness in fulfil need teenagers , willingness hear , and give support emotional moment teenager face problem . Research The latest by Yogman & Eppel (2022); Hawkins (2021)

also found that father's availability is not solely determined by presence physical , but rather by quality father's response and openness to accessible to teenagers .

So you can concluded , the availability of the father becomes source perceived support participants through father's responsiveness , willingness For hear , and ability adapt communication and openness in communicate . Presence emotional father creates a sense of security and trust , this make the participants assess father as figures that can reliable in face various condition .

3. Father's Responsibilities in Creating Values through Role Modeling

Para participants show that not quite enough Dad answered no only limited to fulfillment material needs , but also includes formation character , planting mark life , and giving exemplary behavior in life everyday life . The role executed in a way consistent and become foundation important in the process of formation identity teenager man .

AT describes not quite enough answered father comprehensive with said :

"Father is a responsible person answer in a way comprehensive Good from aspect financially , emotionally , and spiritually. When I experience various feeling good sad , angry , or I'm happy , I can reveal it to parents including father"

Statement This show that AT understands the role of the father is not only in aspect economy , but also in give support emotional and spiritual. He felt existence safe space For express feeling without fear judged . Such a father's presence make it feel accepted and understood , at the same time help him Study recognize as well as manage emotion with more good . AT also explained existence Work The same in care in his family :

" Usually those who fulfill need House our household and education are father and mother , when Mother busy dad will arrange need daily . On the other hand , when father is busy , mother takes care of it over not quite enough answer . According to I , division not quite enough answer between father and mother Enough balanced ."

This is show that He look at the role of parents as form Work the same as each other complementary and equal .

CH also experienced something similar , feeling not quite enough replied father through attitude responsive to his needs . He said :

"Dad , usually ask What do I need Formerly after That new execution fulfill the needs that I have want . For example if at school need tutoring In addition , my father will definitely support and support me need everyday essentials Can managed with good. "

Statement This show that CH's father did not only fulfil needs , but also involves child in the process , so that CH feels appreciated and listened to . In addition , father also teaches not quite enough answer in manage need everyday . CH also explained that his father active in monitor education and social interaction :

"If the father monitors education from teachers or ask direct to I How development study . If for socializing always planted to maintain self and not fall into to things that are risky "

This show that not quite enough father's answer includes supervision and guidance that helps CH in take decision in a way wise .

More continued , CH revealed values instilled by father since small :

"From small until high school now my father always said So smart , responsible child"

responsible , disciplined and able to take care of oneself and it is important near The same God to live I That always protected and made easier . I get That like what is planted in self I."

Statement This show that the values that father taught have embedded and become part from himself , so that influence method think and behave in life daily .experience also shows existence not quite enough father's answer that was carried out through Work The same in family . He stated :

" In not quite enough answer fulfil need daily both father and mother of both own their respective roles . If the mother more Lots his affairs at home , if father is more Lots involved outside for example deliver I to school , invite go go for a walk or help Mother I For shopping and fulfilling need House others "

Statement This show that FK sees distribution the role of parents as form Work the same as each other complete , where the father does not only play a role as seeker livelihood , but also involved direct in life daily .

FK also emphasized that He Study not quite enough answer through exemplary behavior his father :

" According to I am a very responsible father answer . If you get A task That father must do it and be an example That carried away to self I For become responsible teenagers answer . So now I get A task I direct do it "

This is show that father's behavior becomes example real which is imitated by FK in life everyday . In addition , FK also explained values instilled by father:

"Values and principles that father always instilled if Want to be a better person good and positive That prioritize worship, lots of learn a lot interact so that Can interact with freely . Even father's hope that I become older teenagers Good from it , its nature more firm , honest and disciplined and most importantly responsible answer to each tasks performed."

Statement This show that the values that father taught me were not only nature normative , but also becoming guidelines in form FK character .

In a way overall , responsibility father's answer experienced by the three participants show consistent pattern , namely No only focused on fulfillment material needs , but also in the formation of character and cultivation mark life through exemplary behavior . Values like discipline , responsibility responsibility , honesty , and spirituality that my father taught me since early has embedded and become part from identity self teenager men . With Thus , the role of the father as *role model* own significant contribution in form character as well as direction development teenager in a way positive .

Not quite enough father's answer is understood as form involvement in ensure fulfillment need life at a time give directions the value that becomes guidelines in life teenagers . Responsible Dad answered no only understood in material context , but also includes attention to education , socializing , and formation attitude as well as principle life .

Not quite enough father's answer is also reflected from how fathers interact in a way appreciate . The participants mention that father does not direct take A decision , but involving they with ask needs and listening opinion . Approach This foster a sense of appreciation and enhance trust participants themselves in take decision . The values

conveyed by the father are perceived as constructive encouragement , not as pressure .

Third participants view father as the figure who gives example real in operate not quite enough answer daily . Father is depicted capable behave flexible in role family , including involved in work House ladder when required . Experience This form understanding participants that become responsible man answer No limited to the role traditional , but rather covers attitude caring and collaborative learning about flexibility these gender roles in line with findings of DeLay (2022) and Petts & Shafer (2021) which state that father's involvement in affairs domestic influential positive to development mark equality on teenager man .

In father- teen relationship , father's hopes that the participants become more personal Good perceived as part important from connection said . This hope accompanied by with planting mark Work hard , responsible answer and attitude positive in face life social . Consistent presence of father make the participants looking to the future with optimism and confidence that they capable reach a better life good . Values the become source direction and hope in formation identity of the participants .

In addition , the father's role model becomes a learning process that is observed. in a way directly by the participants . The behavior patterns of fathers in finish not quite enough answer and behave discipline reflected in the characters of the participants everyday . This is show that internalization mark happen through observation and experience , not just through verbal advice .

Basically , the father's continuous role model also contributes form the character of the participants . The consistent role of the father also shapes the characters of the participants through behavior everyday life that can observed in a way straight away , start from not quite enough answer to self Alone like discipline , obey commitment and control self until not quite enough answer in relation social , for example finish assignments , help family , and behave can can reliable . Internalization process values This ongoing naturally through observation , not just verbal instructions . Participants' behavior patterns For do task without postpone reflect that values and behavior the has become part from character they . Findings This in line with the social learning theory put forward Grusec & Davidov (2023), who stated that teenager Study through observation and imitation towards role models in formation character , especially parents .

In a way overall , responsibility father's answer works as foundation in formation the values and character of the participants . The exemplary behavior of the father shown in a way sustainable viewed more effective in form character participants compared to directions just verbally . Through role model , support , and planting the value of what is done in a way consistent , father plays a role important in form identity teenager men in Ternate City.

4. Findings on Informants Supporting (Triangulation)

Based on results interview with informant supporters with the initials RM, a Guidance and Counseling (BK) teacher , was obtained information that strengthens findings study about pattern father's involvement in life participants . Informants of various types sex female , born in Ternate on May 2, 1991, domiciled in the sub-district

Maliaro , as well as background behind this Tidore culture give perspective based on observation direct to behavior and development students in the environment school . In general general , RM explained that third participants , namely AT, CH, and FK, showed performance good academic as well as own character positive , which indicates existence support adequate family in development they . That thing expressed through his statement :

" Third student This including those who excel at school , both in a way academic and non- academic . Dorang also has good manners , his son polite , if you give task there responsible answer . From observation me , them own good relationship "Deng dong pe orang tua ."

Although Thus , RM also observed existence difference pattern father involvement in each participant . In CH, whose father working outside city , involvement still seen through active communication with party school . This is reflected from his statement :

"He is the one whose father work outside city, but I Look still connected with his son . His father contact party school, ask development and activities his son . So even though far, still There is"

Temporary that , in AT, father involvement is greater seen in attention to aspect education , where the father established communication with the teacher to ensure development his son running optimally, as expressed :

"If one student this is his father that attention with education . Sometimes he communication with teachers to ensure activity his son ."

As for FK, the father's involvement is apparent. more dominant in form presence physical and closeness emotional everyday . RM observes existence warm interaction between father and son , incl in activity school , which is visible from his statement :

"He is his father I Look between pick up to school , join activity school if there is an event. Relationship they seen close , the child is also polite ."

Findings from supporting informants indicate that although patterns of fatherly involvement vary, they all reflect a sense of responsibility toward the development of the three participants. A more nurturing style of involvement tends to strengthen emotional closeness, while an achievement-oriented style supports academic consistency. Observations from school staff further confirm that these patterns are evident in the participants' daily behavior and development within the school environment.

CONCLUSION

This study concludes that fathers play a crucial role in shaping the identity of adolescent boys in Ternate City, reflected through three dimensions of father involvement, namely direct engagement, accessibility, and responsibility. Meaningful interactions in daily life, warm communication, emotional availability, and consistent role modeling collectively foster a sense of security, self-confidence, and future orientation in adolescents. To further develop these findings, future researchers are encouraged to broaden the diversity of participant backgrounds, employ more varied

data collection methods, and expand the age range of participants. Fathers themselves are urged to prioritize quality interactions and emotional support alongside the fulfillment of material needs, while educational institutions and the government are encouraged to develop programs such as parenting classes specifically designed for fathers, family counseling services, and activities that directly involve both fathers and adolescents, in order to build deeper and more positive relationships within the family.

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