

Parenting children with separation anxiety disorder: Father involvement and participation

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Abstract

Father involvement in parenting is an important factor in the process of children's growth and development. This study aims to explore and find out how fathers are involved in parenting the children with separation anxiety disorder. The qualitative method is employed in this research. This study included structured interviews for data collection. Purposive sampling was used to choose participants. Three fathers whose children with Separation Anxiety Disorder (SAD) involved in this study. The results showed that the involvement of fathers in childcare plays an essential role in the development of children with SAD. Fathers have done a good role in parenting for SAD children, as well as a good relationship between father and children with SAD. Fathers have varied activities to stimulate their SAD children, such as positive communication comes from fathers to their children. Fathers give good understanding to their children and provide follow-up on their parenting participation and involvement. This study contribute to the model of father involvement in special needs children, especially children with separation anxiety disorder.

Keywords: Early Childhood, Father Involvement, Parenting, Separation Anxiety Disorder

INTRODUCTION

Early childhood separation anxiety usually occurs when the toddlers are on 2 or 3 years of age. Children who have excessive anxiety are said to have an anxiety disorder in which this emotion will work against themselves (Eric, 2023). Separation Anxiety Disorder (SAD) itself is an excessive worry when splitting up with the closest figure (Hasanah, 2013)

A child whom owns SAD, shows some certain characteristics, they are motor tension such as restlessness and trembling, hyperactivity such as dizziness and heart palpitations, and fear of hopes and thoughts (Calear and Christensen, 2010; rockhill carol and kodish ian, 2023). In early childhood, anxiety is a common issue when toddlers are separated from their closest figures. This closeness begins when a baby has a strong emotional bond with a mother (Puspitasari and Wati, 2018). According to Freud, the babies begin to be close to mothers by giving breastfeeding as the source of oral pleasure

(Basalim, 2015). In a study, it shows that biological or environmental factors are some big roles in children's SAD, whereas environmental factor plays a massive influence on SAD, compared to other types of anxiety experienced by children. Family factor that triggers the emergence of SAD in children include the children's closeness pattern to their parents. Children who frequently experience insecurity are easily anxious and have difficulty interacting with social environments such as school (Neumann, 2012). Another issue is divorced parents. Depression parents, as well as parents who are overly involved in their children's decision-making, are risk factors for children experiencing SAD (Vera and Rutter, 2009).

Anxiety in children is also influenced by genetics. For instance, pregnant women who experience anxiety will pass on the gene to their children. The existence of this genetic factor is the reason why sometimes anxiety occurs without any causes or never occurs previously. The appropriate treatment or recovery therapy can be determined in part based on these factors (Glover, 2013). A study conducted by Tamisa showed that early childhood anxiety can also be caused by fear of violation and a lack of parental care and affection. Children will fear parents who exert excessive pressure on them. This relates to the parenting style and closeness between children and parents (Tamisa, 2017).

Father involvement in parenting is one of the most important factors in the process of children's growth and development. The concept of father involvement encompasses more than simply having positive interactions with their children; looking close and comfortable, as well as being able to comprehend and accept their children, are some other types of involvement (Abdullah, 2010). A good relationship between fathers and children entails that fathers are able to accept their children's strengths and weaknesses, understand their condition, and meet their children's needs. Effective father involvement is characterised by the quality of the mother-child relationship, the amount of time spent with the children, the establishment of rules and discipline, the exposure of the children to the wider world, the provision of care, the satisfaction of their needs, and their development into positive role models (Koentjoro, 2023).

Earlier research on father-child interactions categorises father involvement at home according to warmth, supervision, gender, playmates, and self-reliance training (Doherty et al., 1998). Lamb explains that father involvement in parenting is a kind of father positive participation in the form of direct interaction with their children, providing warmth and understanding to the children, controlling or monitoring children's activities, and meeting children's needs (Lamb, 2010). The involvement of fathers in childcare setting can impact a direct positive effect on children's development (Syarifah et al., 2012). Father involvement in parenting the children also has a positive impact on the children (Ansell, 2018; Flippin, 2016). Father who has a very close relationship with his children can have a good influence on the children's growth (Curtiss, 2021; McWayne, 2013; John, 2017). Fathers who are involved in childcare tend to encourage the children to have some deviant behavior. Therefore, father involvement entails not only physical contact and interaction, but also a meaningful relationship that involves emotions through some elements of attention, affection, morals, and intellect, and they are capable of forming children's positive personalities and adapting them to the environment (Green, 2023; McBride and Rane, 1997; McWayne, 2013; Zuhairah and Tatar, 2017).

However, fathers' involvement in child care remains extremely low. According to the Indonesian Child Protection Commission (KPAI), the quality and quantity of father time spent communicating with their children is limited to one hour per day. This issue is caused by fathers' lack of knowledge regarding child care; consequently, it remains suboptimal and less active (Asyâ, Ariyanto, et al., 2019). The lack of knowledge about the involvement of fathers in childcare makes them less aware that the importance of father involvement in parenting plays a significant role in children's development, such as for their physical, cognitive, social, emotional and others.

In general, father main role is as the head of the household whose job is to earn a living for their family, protect the family, and make decisions in the family. Then in relation to parenting, fathers also have an important role in children's development, for socially, emotionally, physically,

cognitively or mentally (psychological) development (Ancell, 2018; Flippin, 2016). Educating and caring for children is a greater responsibility for mothers in the real world. In contrast, fathers are only responsible for providing for the economic needs of the family, so they do not participate in caring for, educating, and loving children. Whereas the quality of care between fathers and mothers must be balanced because a father's parenting experience can influence a child's development into an adult (Ancell, 2018; Pruett et al., 2019; Septiani and Nasution, 2018).

Many studies discuss the involvement of fathers in parenting their children such as practice and theory of father involvement in childcare (Abdullah, 2010; Diniz et al., 2021; Flippin, 2016; Palm and fagan jay, 2023), a description of father involvement in childcare (Asyâ, Ariyanto, et al., 2019; Parke, 2023; Peterson, 2014), the role of the father involvement in parenting for children's development (Diniz et al., 2021; McBride and Rane, 1997; McWayne, 2013; Pruett et al., 2019; Septiani and Nasution, 2018), and the variety of father involvements support, issues, challenges and programs (Allen et al., 2007; McBride and Rane, 1997; McWayne, 2013; Pruett et al., 2019; Siron et al., 2021). Research about father involvement in parenting has been widely conducted, but studies related to father involvement in parenting with separation anxiety disorder have not been studied widely. This study aims to investigate how fathers are involved in parenting children with separation anxiety disorder. This study contributes to the paradigm of father involvement with special-needs children, specifically those with separation anxiety disorder. This study can then inform the daily parenting practices of fathers.

METHOD

Data Collection

The qualitative approach was utilised in this study. Online structured interviews were conducted by the researchers to collect the data. Before data collection, the instruments were constructed and validated by a panel of experts.

Data Analysis

To analyse the data, researchers listened to interviewees' responses, transcribed and coded the data, and classified it into categories, which are: first, father feeling when their children felt separation anxiety; second, father attitudes when facing separation anxiety; third, father role in parenting the children's separation anxiety; fourth, the relationship between fathers and children; fifth, activities done together between fathers and children; sixth, communication between fathers and children; seventh, the challenges faced by fathers when they have separation anxiety; eighth, the way how fathers give understanding to the children; and ninth, what fathers do to reduce children's separation anxiety. Besides, to get the participants, the researchers applied purposive sampling by involving three chosen fathers who have children with separation anxiety disorder.

Table 1. Participants' Data

No	Participant	Age	Job	Address
1	E	26	Entrepreneur	Bogor
2	M	31	Employee	Tangerang
3	I	35	Entrepreneur	Tangeran

RESULT AND DISCUSSION

1. Father Feeling when Their Children Got Some Anxiety

According to the data gained, the feeling of parents whose children experience separation anxiety is, they are worried about their children's condition, they are afraid of unwanted things happen because their children are different from others. Other respondents also said that they were sad and thought about what the future would be like if their children still did not want to be left at school independently, meanwhile their other friends could go to school without parents. They also said that they try to find out about what happened to their children by looking at or observing their children, then those parents found that something was not usual for children at that age.

Table 2. Category 1

Category 1	Code	Father Saying
Father feeling when their children feel separation anxiety	Worried (n1) (n2) (n3)	Sebagai orang tua pasti khawatir pada anaknya, ya takut terjadi hal-hal yang tidak diinginkan pada anak saya karena berbeda dengan temannya yang lain saat berangkat sekolah (n1) (As a parent, I must be worried about my children, all I am afraid is, some unwanted things will happen to my children because they are different from other friends when they go to school) (n1)
	Saddened of thinking how they will be in the future (n2)	Saya sedih karena anak saya sulit sekali untuk ditinggal saat di sekolah. Dan saya berpikir bagaimana anak saya bisa mandiri kedepannya kalau saat di sekolah saja tidak mau berpisah dari ibunya padahal hanya untuk belajar di kelas bersama guru dan juga teman-temannya (n2) (I am sad because my child is very difficult to leave at school. And I think how my child can be independent in the future if at school s/he doesn't want to be separated from his/her mother even though only for studying in class with the teacher and also his/her friends)
	Trying to find out what happened to their children (n1) (n3)	Saya mencari tahu tentang kelainan yang mungkin terjadi pada anak saya yaitu kecemasan berpisah karena dari yang saya lihat itu merupakan suatu hal yang tidak wajar untuk anak-anak seusianya atau dibandingkan dengan teman-temannya di sekolah yang pada dasarnya banyak anak yang bisa untuk dipisahkan dengan orang tuanya ketika di sekolah paling tidak teman-temannya tidak mau ditinggal pada hari-hari pertama masuk sekolah. tetapi anak saya tidak. Sampai saat ini anak saya tidak mau ditinggal oleh ibunya saat diantar ke sekolah (n3) (I am trying to find out about the abnormality that might occur in my child, which is separation anxiety because from what I see it is something that is not natural for children on her/his age, compared to her/his friends at school where basically there are many children who can be separated from their parents while at school, at least her/his friends did not want to be left behind just for during the first days of school. But my son/daughter is not. Until now, my son/daughter doesn't want to be left by his/her mother when s/he is taken to school.)

2. Father Attitude when Facing Children with Separation Anxiety

According to the interview result, the respondents said that they were really care to their children with separation anxiety. They tried to find out some solution to overcome this matter. They also trained their children about the importance of independence and socialized the reasons of why should be independent. This kind of anxiety can affect to the children's functions of life,

which is, it can drive the children to become dependent, and by that, parents should involve actively on children's activities (Hasanah, 2013).

Table 3. Category 2

Category 2	Code	Father Saying
Father Attitude when Facing Children with Separation Anxiety	Caring and giving attention to the children (n1) (n2) (n3)	Yang pasti saya memberikan perhatian yang lebih kepada anak saya dan saya juga sangat peduli terhadap perkembangan anak saya, baik dalam sosialnya, emosionalnya, sikapnya sehingga ketika saya menemukan masalah ini tentang kenapa anak saya mengalami kecemasan berpisah saya pastinya akan mencari tahu apa penyebabnya, bagaimana cara kita sebagai orang tua menghadapinya, dan bagaimana cara mengatasinya yang benar (n3) (What is certain is, that I pay more attention to my child and I also really care about my child's development, both in social, emotional, and attitude, so when I find this problem about why my child has separation anxiety I will definitely find out what causes it, how to do as as parents to face it, and how to deal with it right)
	Trying to make the children understand (n2)	Saya sebagai orang tua berusaha untuk terus menerus memberikan pengertian yang baik kepada anak dirumah kaya ngingetin ketika anak saya sedang menangis karena takut ditinggal ibunya di sekolah. Memberi pengertian tentang apa pentingnya mandiri, mengapa harus mandiri, dan kenapa harus belajar di kelas hanya dengan guru dan teman-teman. Saya memberikan pengertian seperti "ade harus mandiri ya, kalau ade ga mandiri nanti malu sama teman-teman yang lain. Teman-teman ade semuanya belajar sama ibu guru sama temen-temen kan di kelas. Ade punya banyak temen kan di kelas nanti ade bisa main sama temen-temen. Nanti kalo udah pulang sekolah main lagi sama ayah sama ibu ya. Kalo di rumah ade main sama ibu sama ayah, kalo di sekolah ade main sama temen-temen ya, harus berani"(n2) (As a parent, I try to continue to provide good understanding to my children at home, remembering when my child is crying for fear of being left by his/her mother at school. Provide an understanding of what is the importance of being independent, why should be independent, and why should study in class only with teachers and friends. I give an understanding such as "you have to be independent, yes, if you are not independent then you will be embarrassed by the other friends. My friends all learn from the teacher and their friends in class. You have a lot of friends in class. Later you can play with friends. Later when I get home from school, I will play with my father and mother again. At home you play with mom and dad, if at school you play with friends, you have to be brave."

3. Father Role in Parenting the Children with Separation Anxiety

Fathers are not only responsible in giving a living, however, they are also evaluated according to their involvement in parenting their children (John, 2017). After the interview, it was gained that one of the respondents said that he taught his child about politeness and to be helpful for others. For example, when his/her mom was cleaning the house, he asked the child to help although just doing a very simple thing, such as sweeping. This family also taught their child to shake his/her hand when there was a guest at home. Another respondent told that they taught their child about what to do and not to do, such as crying in public or when they were at school was not a good thing to do. The other respondent said that he involved himself to parenting their child after they had a day off of work, such as playing a ball.

Table 4. Category 3

Category 3	Code	Father Saying
Father Attitude when Facing Children with Separation Anxiety	Teaching the children about politeness and being helpful (n1) (n3)	Mengajarkan sopan santun kepada orang lain, dan mengajarkan tolong menolong kepada sesama, seperti saat ibunya sedang bersih-bersih rumah saya mengajaknya untuk membantu ibunya untuk melakukan hal-hal kecil yang sekiranya bisa ia lakukan seperti menyapu, atau mengelap meja. Dan setiap ada orang yang lebih tua yang bertamu kerumah, saya mengajarkan untuk cium tangan atau salim. Mungkin untuk hal-hal kecil yang dapat saya ajarkan baru sekedar itu (n1) (Teaching manners to others, and teaching to help others, such as when his/her mother is cleaning the house, I invite him/her to help her/his mother although doing some little things that she can do, such as sweeping, or wiping the table. And every time if there are older people who visit our home, I teach them to kiss their hands or salim. Maybe for the little things I can teach just that)
	Telling the children about what to do and not to do (n1) (n2) (n3)	Saya memberitahu apa yang tidak baik dan menasehatinya dengan apa saja yang tidak boleh dilakukan. Seperti saat anak menangis dengan kencang di depan umum saat diantar sekolah, saya ngasih tau untuk tenang dan sedikit menghibur. Dan saat ia sudah tenang, saya akan memberinya nasehat tentang alasan ia menangis. Misal dia bilang kalau dia gamau ditinggal, saya kasih tau kalau dia harus sekolah dulu (n3) I told him/her what to do and not to do. Like when a child cries loudly in public, such as while dropping off at school, I told him/her to calm down and cheer up a little. And when s/he calmed down, I'd give him/her some advice on why s/he's crying. For example, s/he said that s/he didn't want to leave without parents. Then, I told him/her that s/he has to go to school first.
	Parenting the children on day off (n2)	Membantu istri mengasuh anak jika saya sedang libur bekerja. Seperti mengajaknya bermain bola, bermain sepeda atau jalan-jalan pagi atau sore di lingkungan sekitar rumah rumah (n2) (Helping my wife with childcare when I had a day off. Like inviting him/her to play football, play bicycles or take a morning or evening walk in the neighborhood around the house.)

4. Fathers and Children Relationship

According to the data gained, the relationship between fathers and their children are so close. For example, when they had a leisure time, they always tried to play a game with their children, got some meal together, asked their children to hang out, and asked them to talk about their day. Father involvement in parenting is an active participation which continuously contains time, initiative, and private empowerment for physical, cognitive and affective dimension for all children's aspect of development, including physical, intellectual and moral (Koentjoro, 2023).

Table 5. Category 4

Category 4	Code	Father Saying
Fathers and Children' relationship	Very close (n1) (n2) (n3)	Saya sangat dekat dengan anak saya, Karena ketika ada waktu luang saya selalu mem-biasakan untuk main bersama, makan bersama, jalan-jalan, dan mengajaknya untuk bercerita tentang kegiatannya sehari-hari. Itu sih yang biasanya saya lakuin sama anak saya jadi anak merasa dekat dan nyaman juga sama saya (n1) (I am very close to my child, because when there is free time I always make it a habit to play together, eat together, go out and invite him/her to talk about his/her daily activities. That's what I usually do with my children so that they feel close and comfortable with me.)

5. Activities Done with Children

Active father involvement includes a good relationship between fathers, mothers, and children; time management; rules and discipline; directing the children about real life; protecting and giving a living; and becoming a role model (of Health et al., 2006). Activity done by fathers according to the data gained was, they spent time to play with their children. For example, they asked their children to throw up a ball in living room, told some funny stories, read some books, and asked them to hang out outside. Another respondent also said that he also helped to do his child's homework or make some craft. He regularly changed the role with his wife to help their child's homework.

Table 6. Category 5

Category 5	Code	Parents' Saying
Activities done with children	Playing to-gether (n1) (n2) (n3)	Biasanya yang saya lakukan ketika bersama dengan anak saya yaitu seperti bermain lempar-lemparan bola di ruang tengah, menceritakan anak saya tentang cerita-cerita lucu atau jaman dulu, membaca buku dan terkadang saya juga mengajaknya jalan-jalan naik motor untuk menambah pengetahuan anak tentang lingkungan sekitar (n1) (Usually what I do when I am with my child is, throwing ball in the living room, telling my child about funny or past stories, reading books and sometimes I also take him/her on a motorbike to increase my child's knowledge about the environment around.)
	Helping to do some homework and craft (n1) (n3)	Saya selalu bergantian dengan istri saya untuk membantu anak mengerjakan PRnya ketika saya sudah pulang kerja. Seperti pas ada PR membuat kerajinan tangan itu saya yang membantu membuatnya (n3) (I always take turns with my wife to help the children do their homework when I get home from work. Like when there was homework or make some crafts, I helped to make it.)

6. Father Communication with Children

According to the data gained, the communication applied by fathers to their children was, generally, they asked their children to talk about activities they did, such as asking about what they did at home and what they did at school, also asking about the result of their activities. By that, the communication between fathers and children can impact positively for both. Another respondent explained that although he was working, he did a video call to just asking about his child's condition after school and asking about has the child had a meal. As what Palkovitz in Sanderson & Thompson, one of categories about father involvement is to pretend the communication (listening, speaking/telling, and showing some love) (Sanderson and Thompson, 2002).

Table 7. Category 6

Category 6	Code	Parents' Saying
Father Communication with Children	Telling about the children's day (n1) (n2) (n3)	Saya biasanya mengajak anak saya untuk bercerita atau nyeritain tentang kegiatannya pas di rumah sama ibunya atau di sekolah tadi mengerjakan apa saja, menanyakan hasilnya bagaimana, karna itu bisa menjalin komunikasi yang baik antara ayah dan anak (n3) (I usually invite my child to tell stories or tell about his/her activities when s/he was at home with his/her mother or did anything at school. Besides, I also ask how the results were, I did it because it can establish good communication between father and child.)
	Doing some video call(n1) (n3)	Saat saya sedang bekerja sesekali saya menelfon atau Video Call ketika ia sudah pulang sekolah untuk menanyakan apakah dia sudah makan atau belum, terus kaya menanyakan apa saja tadi yang dikerjakan di sekolah (n1) (When I'm at work I occasionally call or make a Video Call when s/he comes home from school to ask if s/he has eaten or not, continue to ask about what s/he was done at school.)

7. Father Challenges in Nurturing Children with Separation Anxiety

The challenges faced by fathers in nurturing their children with separation anxiety according to the three respondents, on average they found it difficult to make their children understand, for example when the children wanted to go to school, the children cried after their mother left, and other respondent also said that they sometimes felt upset and wanted to scold their children, but still do not yell to their children.

Table 8. Category 7

Category 7	Code	Parents' Saying
Father Challenges in Nurturing Children with Separation Anxiety	Difficulty to give some understanding (n1) (n2) (n3)	Saya merasa kesulitan untuk memberikan pengertian kepada anak ketika mau berangkat sekolah agar anak tidak menangis ketika ditinggal oleh ibunya (n1) (I find it difficult to give understanding to the children when they had to go to school, it is not good to cry when their mother leaves.)
	Annoyed (n2)	Jika anak sulit diberi pengertian saya terkadang merasa kesal dan ingin memarahinya tetapi itu tidak membuat saya untuk membentak anak jadinya saya pasti hanya memberikan pengertian saja (n2) (If the children are hard to understand, I sometimes feel annoyed and want to scold him, but that doesn't make me yell at the child so I definitely only give them some understanding)

8. The Way How Fathers Caring for the Children

The way fathers gave understanding to their children was based on three respondents, they told their children that they had to be independent. Because children forgot easily, so they always reminded why children had to study at school with the teacher without being accompanied by their parents, because they had started to be taught to be independent so that they got used to it when they grew up. Because some of the benefits of father involvement in childcare were, to make the children are able to be stronger, competitive, like some challenges, and like to explore (Abdullah, 2010).

Table 9. Category 8

Category 8	Code	Parents' Saying
The Way How Fathers Caring for the Children	Telling the children or understand them (n1) (n2) (n3)	Saya akan memberitahu anak, jika anak sudah harus mandiri. Kenapa anak harus belajar di sekolah bersama guru dan teman-temannya tanpa orang tua, karena jika tidak terus diberi pengertian seperti itu anak akan mudah lupa. Saya juga ngingetin istri saya untuk sabar menghadapi anak yang seperti itu (n1) (I will tell my child, that s/he has to be independent. Why do the children have to study at school with their teachers and friends without parents, because if they are not continuously given such understanding, children will easily forget. I also remind my wife to be patient with children like that)

9. What Fathers Do to Follow up Children's Separation Anxiety

What fathers did to follow up on separation anxiety was based on the three respondents whom the researchers interviewed, they asked about the abnormalities that had occurred in their children, and some got suggestions that could be tried, which are giving a picture to the children about joys at school, telling them about having lots of friends and others. It can make the children want to go to school independently.

Table 10. Category 9

Category 9	Code	Parents' Saying
What Fathers Do to Follow up Children's Separation Anxiety	Asking to others (n1) (n2) (n3)	Saya menanyakan hal tersebut kepada teman saya yang anaknya juga ternyata dulunya seperti anak saya yang tidak mau ditinggal. Dan mendapatkan saran yang bisa dicoba yaitu memberi gambaran kalau di sekolah itu menyenangkan, bisa mendapat banyak ilmu, bisa bermain sama teman-teman, dan mama sama ayah pun ikut senang kalau dia bisa mandiri di sekolah tanpa harus ditungguin sama ibunya (n3) (I asked this to my friend whose child was like mine, can't be left behind. And I got great suggestions that might be applied, that is to give an idea about school as a nice place, and from school s/he can get a lot of knowledge, can play with friends, and both parents, mom and dad would be very happy if they can be independent in school without having to be waited for their mother.)
	Stimulate the children (n1) (n3)	Meminta istri untuk melatih kemandirian anak seperti saat berangkat sekolah, selalu diingatkan kalau di sekolah itu menyenangkan. (n1) (Asking wife to train the children's independence, like when going to school, to always remind the children that school is full of joy.)

Other respondents also said that they asked their wives to train children's independence, such as when the children are going to school, it is needed to remind them that school is a joyful place, and by that, they have responsibility and great concept about school.

CONCLUSION AND RECOMMENDATION

The involvement of fathers in childcare plays an important role for children's growth and development who have separation anxiety disorder. Even though fathers have various feelings and attitudes towards the development of their children, generally, they play the role of fathers properly for SAD, and create a good relationship between fathers and children with SAD. Fathers have various activities to stimulate their SAD children, such as positive communication by fathers to their children. Fathers also try to make their children understand and provide follow-up on the father involvement in parenting, despite many challenges come to fathers when they are practicing parenting children with SAD.

The relationship between fathers and their children is very close. Fathers always tell their children about bad deeds so that they are expected to not do them. They also always give attention, understand, and love to their children so that they can have good personality and the children also are able to

adapt to the environment. Fathers who are involved in childcare, tend to encourage the children to reduce deviant behavior. Therefore, father involvement is an activity that does not only involve physical contact and interaction, but rather a meaningful relationship that involves emotions in which attention, affection, morals, and intellectuality, so it can be able to build children's good personality and they are also able to adapt with the environment. This study contributes to the paradigm of father participation in children with exceptional needs, particularly children with separation anxiety disorder. Due to the limited number of participants, this research has to be investigated in further depth. In addition, additional study is required to investigate the involvement of fathers in numerous circumstances, for example to go deeper into the family, school, and macrosystem and mesosystem contexts.

AUTHOR CONTRIBUTION STATEMENT

Y.S. conceived of the presented idea. T.A. and M.A. developed the theory. Y.S verified the analytical methods. All authors discussed the results and contributed to the final manuscript.

DECLARATION

The authors of this study certify that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

DATA AVAILABILITY

The dataset generated during and/or analyzed during the current study is available from the corresponding author on reasonable request.

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