



The Relationship between Fatherlessness and Self-Acceptance Levels among Students at Telaga Nipa Information Technology Vocational School, West Seram Regency

Fany Sabban

STIKes Maluku Husada

Corresponding Author: Fany Sabban fanysabban77@gmail.com

ARTICLE INFO

Keywords: Fatherless, Self-Acceptance, Adolescents, Quantitative Research

Received: 28, April

Revised: 27, March

Accepted: 31, May

©2026 Sabban: This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

Fatherlessness is a condition in which a child experiences the absence of a father both physically and psychologically in the parenting process. Strong self-acceptance is crucial for adolescents to navigate their lives positively. This study aimed to determine the relationship between fatherlessness and self-acceptance levels among students at Telaga Nipa Information Technology Vocational School (SMK TI Telaga Nipa), West Seram Regency. A quantitative cross-sectional design was employed with a total sampling technique involving 30 respondents. Data were collected using validated questionnaires on fatherlessness and self-acceptance (Cronbach's Alpha 0.905 and 0.893 respectively), then analyzed using the Chi-square test. Results showed that 70% of respondents experienced positive fatherlessness, while 63.4% had a moderate level of self-acceptance. Chi-square analysis revealed a statistically significant relationship ($p = 0.001$; $p < 0.05$), indicating that fatherlessness is significantly associated with self-acceptance levels. Supporting factors such as family support, peer support, and early habituation partially moderated the impact. These findings suggest the need for school-based counseling programs that are more responsive to students' family circumstances.

INTRODUCTION

Fatherlessness (fatherless) is a condition in which a child experiences the absence of a father in the parenting process, both physically and psychologically. Physically, this condition includes the father's absence from the child's daily life due to divorce, separation, death, or chronic absence. Psychologically, it encompasses the emotional and psychological impacts arising from the lack of paternal presence and support. A father's presence typically contributes to the child's social, emotional, and cognitive development through emotional support, guidance, and role modeling (Hidayah, 2023).

Data from UNICEF (2021) indicate that approximately 20.9% of children in Indonesia grow up without a father's presence. According to SUSENAS (2021), 2.67% of young children – approximately 826,875 – do not live with both biological parents, and 7.04%, or around 2,170,702 children, live only with their mothers. This means that approximately 2,999,577 out of 30.83 million children in Indonesia lack a father figure. This phenomenon is also evident at SMK Teknologi Informatika Telaga Nipa (SMK TI Telaga Nipa), West Seram Regency, where preliminary data collection identified 30 students who do not live with their fathers due to divorce or death.

Self-acceptance is a critical psychological attribute that enables adolescents to function effectively in daily life. According to Hurlock, self-acceptance refers to the degree to which an individual, having considered their personal characteristics, is willing and able to live with those characteristics (Prabawati, 2019). Strong self-acceptance allows adolescents to develop a positive self-concept, adapt to their environment, and maintain psychological well-being. When adolescents feel accepted by themselves and their surroundings, it plays a vital role in shaping healthy identity development (Putri & Tiara, 2024).

Preliminary observations and interviews at SMK TI Telaga Nipa revealed that students experiencing fatherlessness reported difficulties in developing their identity, emotional problems, and declining academic performance. Based on these findings, this study aimed to examine the relationship between fatherlessness and self-acceptance levels among students at SMK TI Telaga Nipa, West Seram Regency.

LITERATURE REVIEW

Concept of Fatherlessness

According to Smith (2019, as cited in Dasalinda et al., 2021), an individual is considered fatherless when they have no close relationship with their father and experience the loss of crucial functions typically fulfilled by a father. Guarango (2022) describes fatherlessness as the absence of paternal participation in the parenting role, both physically and psychologically, including a lack of emotional involvement, support, and guidance.

Hart (as explained by Abdullah, 2010) identified several aspects of the paternal role, including: providing financial support, serving as a companion in play, offering affection and care, providing positive role modeling, enforcing discipline, serving as a protector, providing guidance during difficulties, and supporting the child's potential development. These roles collectively ensure

emotional, cognitive, and spiritual support for the child (Aswarani & Khoiryasdien, 2022).

Concept of Self-Acceptance

Hurlock defines self-acceptance as the degree to which an individual, after considering their personal characteristics, is willing and able to live with those characteristics (Prabawati, 2019). Shereer (as cited in Sulistya, 2005) identifies seven aspects of self-acceptance: feeling equal to others, acknowledging responsibility, outward orientation, belief in personal abilities, having strong principles, awareness of personal limitations, and acceptance of human nature (Tambunan & Prasetya, 2022).

Self-acceptance significantly impacts two key areas: personal adjustment, enabling individuals to recognize their strengths and weaknesses; and social adjustment, where strong self-acceptance facilitates open and empathetic interactions with others (Gamayanti, 2019).

Research Hypothesis

Ha: There is a significant relationship between fatherlessness and self-acceptance levels among students at SMK TI Telaga Nipa, West Seram Regency.

H0: There is no significant relationship between fatherlessness and self-acceptance levels among students at SMK TI Telaga Nipa, West Seram Regency

METHODOLOGY

This study employed a quantitative cross-sectional design to examine the relationship between fatherlessness and self-acceptance. The study was conducted at SMK TI Telaga Nipa, West Seram Regency, Indonesia, during July–August 2025.

The population consisted of all students experiencing fatherlessness, totaling 30 respondents. Due to the limited population size, total sampling was employed, making the entire population the study sample (Sugiyono, 2019).

Data were collected using two validated questionnaires: (1) a fatherlessness questionnaire comprising 32 items (Cronbach's Alpha = 0.905), and (2) the Self-Acceptance Scale consisting of 32 items (Cronbach's Alpha = 0.893), both adapted from Nelisah (2024). Items used a 5-point Likert scale (Strongly Agree to Strongly Disagree). Fatherlessness was categorized as Positive (≥ 40) or Negative (< 40). Self-acceptance was categorized as Good ($\geq 76\%$), Moderate (50–76%), or Poor ($< 50\%$).

Data analysis employed univariate analysis for frequency distributions and bivariate analysis using the Chi-square test to determine associations between variables (significance level: $p < 0.05$).

RESULTS AND DISCUSSION

Characteristics of Respondents

Table 1. Distribution of Respondents by Age

Age	n	%
16 years	15	50.0
17 years	12	40.0
18 years	3	10.0
Total	30	100.0

Source: Primary Data, 2025

The majority of respondents were 16 years old (50.0%), followed by 17 years (40.0%), and 18 years (10.0%).

Table 2. Distribution of Respondents by Gender

Gender	n	%
Male	12	40.0
Female	18	60.0
Total	30	100.0

Source: Primary Data, 2025

Female respondents comprised 60.0% (18 students), while males comprised 40.0% (12 students).

Univariate Analysis

Table 3. Distribution of Respondents by Fatherlessness Criteria

Fatherlessness	n	%
Positive	21	70.0
Negative	9	30.0
Total	30	100.0

Source: Primary Data, 2025

70.0% of respondents (21 students) experienced positive fatherlessness, while 30.0% (9 students) were categorized as negative.

Table 4. Distribution of Respondents by Self-Acceptance Level

Self-Acceptance	n	%
Good	7	23.3
Moderate	19	63.4
Poor	4	13.3
Total	30	100.0

Source: Primary Data, 2025

The majority of respondents (63.4%) demonstrated a moderate level of self-acceptance, followed by good (23.3%) and poor (13.3%).

Bivariate Analysis

Table 5. Relationship between Fatherlessness and Self-Acceptance Levels

Fatherlessness	Self-Acceptance Level						Total	p-value
	Good		Moderate		Poor			
	n	%	n	%	n	%		
Positive	4	13.3%	17	56.7%	0	0.0%	21	0.001
Negative	3	10.0%	2	6.7%	4	13.3%	9	
Total	7	23.3%	19	63.4%	4	13.3%	30	

Source: Primary Data, 2025

Chi-square analysis revealed a significant relationship between fatherlessness and self-acceptance (Pearson Chi-Square = 13.315; df = 2; **p = 0.001**; $p < 0.05$). Respondents with positive fatherlessness predominantly showed moderate self-acceptance (56.7%), whereas those with negative fatherlessness were more likely to demonstrate poor self-acceptance (13.3%).

Fatherlessness

The finding that 70% of respondents experienced positive fatherlessness aligns with the definition proposed by Dasalinda et al. (2021): fatherlessness occurs when an individual lacks a close relationship with their father and loses the crucial roles a father should fulfill. This pattern reflects a broader societal trend in Indonesia, where patriarchal cultural norms have historically positioned fathers primarily as financial providers, thereby diminishing their involvement in emotional and relational aspects of parenting (Nurjanah et al., 2023). Fatherlessness in this context was not always due to physical absence; in many cases, fathers were present at home but emotionally and psychologically unavailable to their children (Hidayah et al., 2023).

Self-Acceptance

The majority of respondents demonstrated a moderate level of self-acceptance (63.4%). This suggests that, despite experiencing fatherlessness, students at SMK TI Telaga Nipa retained a degree of psychological resilience. Self-acceptance is not determined by a single factor; rather, it is shaped by multiple influences including family support, peer relationships, and habitual adaptation from early childhood (Lestari Anugrahwati, 2020). These supporting factors may explain why students with positive fatherlessness still demonstrated moderate – rather than poor – self-acceptance.

Relationship between Fatherlessness and Self-Acceptance

The statistically significant relationship found in this study ($p = 0.001$) is consistent with prior research. Hannani & Cahyanti (2022) demonstrated that paternal involvement is associated with psychological well-being and self-acceptance, particularly among young women. Utami (2022) similarly found a positive relationship between paternal involvement and self-acceptance among high school students. Conversely, the absence of a father figure has been linked

to reduced self-esteem, emotional difficulties, and social withdrawal (Sundari & Herdajani, 2013).

Importantly, respondents with positive fatherlessness were predominantly in the moderate self-acceptance category rather than the poor category. This finding is consistent with Qonita (2020), who found that fatherless students at SMA Muhammadiyah Purwokerto demonstrated relatively adequate self-acceptance, partly due to peer support. Alawiyah et al. (2022) highlighted that social support from family members, friends, and community can serve as a protective factor, buffering the negative psychological effects of fatherlessness.

The phenomenon of fatherlessness in this context is further compounded by dominant patriarchal paradigms that deem childcare as exclusively the mother's domain, as well as the economic pressures of modern life that reduce the quality time fathers spend with their children. Munjiat (as cited in this study) emphasized that active paternal involvement supports holistic child development – physically, cognitively, emotionally, socially, spiritually, and morally.

CONCLUSIONS AND RECOMMENDATIONS

This study demonstrates a statistically significant relationship between fatherlessness and self-acceptance levels among students at SMK TI Telaga Nipa, West Seram Regency ($p = 0.001$). Students experiencing positive fatherlessness predominantly showed moderate self-acceptance, moderated by family support, peer support, and early adaptive habituation.

Schools are recommended to develop counseling programs that are sensitive to students' family circumstances, particularly for those experiencing fatherlessness. Future research should explore additional moderating factors of self-acceptance in fatherless adolescents using broader samples and longitudinal designs.

FURTHER STUDY

This study has several limitations. First, the cross-sectional design limits the ability to establish causal relationships between fatherlessness and self-acceptance; only associations can be inferred. Second, the sample size of 30 respondents is relatively small and confined to a single school, which limits the generalizability of findings. Third, data collection relied solely on self-report questionnaires, which may be subject to social desirability bias, and the honesty of respondents cannot be fully guaranteed.

Future studies are recommended to: (1) use a larger and more diverse sample across multiple schools or regions to strengthen generalizability; (2) employ longitudinal designs to better capture causal pathways between paternal absence and psychological outcomes; (3) explore additional moderating variables such as parenting style by mothers, socioeconomic status, religious coping, and the quality of extended family support; and (4) integrate qualitative approaches to gain a deeper understanding of the subjective experiences of adolescents living in fatherless conditions.

ACKNOWLEDGMENT

The authors express gratitude to the leadership and staff of STIKes Maluku Husada, the supervisors and examiners who provided invaluable guidance, the principal and students of SMK TI Telaga Nipa for their participation, and all family members and colleagues who provided support throughout this research.

REFERENCES

- Alawiyah, et al. (2022). Social support and psychological well-being among adolescents. *Journal of Youth Psychology*.
- Arikunto, S. (2019). *Research Procedures: A Practical Approach*. Bumi Aksara.
- Aswarani & Khoiryasdien. (2022). Juvenile delinquency tendencies in adolescent males in terms of perception of the father's role in parenting in Yogyakarta. *Jurnal Sudut Pandang (JSP)*, 2(12), 220-228.
- Aulia, et al. (2023). The important role of a father in the family perspective of children: A comparative study. *Socio Politica*, 13(2), 87-94.
- Dasalinda, D., & Karneli, Y. (2021). Relationship between fatherlessness and social adjustment of adolescents. *Counsnesia Indonesian Journal of Guidance and Counseling*, 2(02), 98-105.
- Gamayanti. (2019). Self-acceptance in people experiencing schizophrenia. *Psymphatic: Jurnal Ilmiah Psikologi*, 3(1), 139-152.
- Guarango, P. M. (2022). The impact of fatherlessness on the socio-emotional development of early childhood. [Thesis].
- Hannani & Cahyanti. (2022). The relationship between paternal involvement and psychological well-being and self-acceptance in women in emerging adulthood. *Journal of Psychology*.
- Hardani, et al. (2022). *Qualitative and Quantitative Research Methods (1st ed.)*. CV. Pustaka Ilmu.
- Hidayah, N., Ramli, A., & Tassia, F. (2023). The effect of being fatherless on individual development: A psychological analysis from an Islamic perspective. *Jurnal Penelitian Ilmu Sosial*, 3(2), 754-766.
- Lestari Anugrahwati, R. (2020). Self-acceptance as a predictor of social adjustment in adolescents. *Journal of Adolescent Psychology*.
- Munjiat, S. M. (n.d.). Active paternal involvement in parenting and its impact on child development. *Jurnal Ilmu Keperawatan*.
- Nelisah. (2024). Relationship between fatherlessness and self-acceptance levels among ninth-grade students at SMP Negeri 3 Pekuncen. [Undergraduate Thesis].
- Notoatmodjo, S. (2020). *Health Research Methodology*. PT Rineka Cipta.
- Nurjanah, N., Jalal, F., & Supena, A. (2023). Case study of fatherlessness: The role of father in early childhood parenting. *Jurnal Kumara Cendekia*, 11(3), 261-270.
- Nursalam. (2019). *Nursing Research Methodology: Concepts and Applications*. Stikes Perintis Padang.
- Prabawati. (2019). Ideal adolescents as social idols. *Majalah Ilmiah Pelita Ilmu*, 2(1), 1-14.

- Putri, Tiara, et al. (2024). Self-acceptance of adolescents with divorced parents: Testing the role of social support and self-concept. *INNER: Journal of Psychological Research*, 3(4), 529–540.
- Qonita. (2020). Self-acceptance of fatherless students at SMA Muhammadiyah Purwokerto. [Undergraduate Thesis].
- Sri Wahyuni, Khumas, A., & Jafar, E. S. (2023). Perceptions of marriage among young adult women experiencing fatherlessness. *PESHUM*, 2(6), 1050–1066.
- Sugiyono. (2019). *Educational Research Methods*. Alfabeta.
- Sundari, A. R., & Herdajani, F. (2013). Impact of fatherlessness on children's psychological development. *Prosiding Seminar Nasional Parenting*, 256–271.
- Tambunan & Prasetya. (2022). Mindfulness and self-acceptance among members of the Jogja Mindfulness Weekend community. *Jurnal Ilmiah Psyche*, 16(01), 1–12.
- Utami. (2022). The relationship between paternal involvement and self-acceptance among students at SMA N 8 Yogyakarta. [Undergraduate Thesis].
- Yulinda, A. (2018). Fatherlessness in Indonesia and its impact on children's psychological development. *Psikoislamika: Jurnal Psikologi dan Psikologi*, 15(1), 16–17.