



The Impact of Fatherlessness on Moral and Religious Development in 4-Year-Old Children

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Abstract:

This study aims to analyze the influence of fatherlessness on the moral and religious development of 4-year-old children and explore moral and religious development in children, especially in the aspects of understanding ethical values, discipline, and introduction to religious teachings. The research is based on the importance of parenting by both parents in shaping morals from an early age. This study uses a Mixed Method approach, namely a combination of quantitative and qualitative methods. The research findings indicate that fatherlessness has a significant impact on children's moral and religious development. Children who grow up without a father tend to have difficulty internalizing moral and religious values. They are more dependent on mothers and peers in understanding social and religious norms. The results of the Two-Way ANOVA statistical test show that differences in moral and religious development between children growing up with and without a father are significant. This study recommends increasing the role of the extended family and society to replace the father's function, as well as a community-based approach to support the moral and religious development of children who experience fatherlessness.

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INTRODUCTION

The family is the smallest unit in society consisting of father, mother, and child. Usually, the responsibility for childcare falls on the mother, who is considered the main *madrasah* for her children. However, the role of fathers is also very important in parenting (Sista & Sodikin, 2022; Tomczyk & Lizde, 2022). In Indonesia, the phenomenon of father's absence in childcare is ranked third in the world. This father's absence can be interpreted as a condition in which children do not feel the presence or role of the father. This phenomenon is considered to be the impact of the lack of role and contribution of fathers in daily activities, both inside and outside the home, so that children cannot feel affection physically and psychologically.

There are several cases that we often encounter related to the physical absence of the father, such as the death of the father before the child is an adult (Rambert, 2021), or children born from extramarital relationships so that the mother must be a single parent (Dewi et al., 2024). Meanwhile, the absence of the father psychologically occurs when a child still has a father, but the role of the father is not seen in the parenting process, which leads to a lack of emotional attachment between father and son. According to data from the Central Statistics Agency (BPS) in 2023, around 17.3% of children in Indonesia grow up without a father due to divorce, death, or other factors.

The absence of a father figure in the family has the potential to have a significant impact on children's development, especially in moral and religious aspects.

The general view in Indonesian society considers the role of the father to be limited to fulfilling the family's financial needs. As a result, many fathers are more focused on earning a living and less involved in parenting. On the other hand, married women also participate in economic activities to support family finances (Ali & Chatti, 2023; Samier & Elkaleh, 2021). Despite this, they still try to maintain attention and focus on childcare, given the importance of the role of mothers in child development. This creates a new dynamic in Indonesian families, where both parents try to balance financial and parenting responsibilities. With the increasing role of women in the workforce, many families in Indonesia face challenges in dividing childcare responsibilities fairly. Women often have to struggle to balance work and parenting, while the role of fathers in parenting is still often considered secondary (Cardozo et al., 2022). This situation can affect the quality of the emotional relationship between parents and children, as the child may feel that they are not getting the attention and support they need from both parents.

The impact of fatherlessness or the absence of a father figure in early childhood life has a significant influence on their moral growth (Nasution et al., 2023). Fathers are often considered to be exemplary in terms of discipline, integrity, and responsibility. The presence of a father in early childhood helps in building a sense of security and confidence. Fatherlessness can also affect a child's ability to manage emotions and interact with others. A study by Saracho (2023) shows that children who grow up without their fathers tend to face difficulties in developing empathy and healthy social relationships. Fatherlessness can have a negative impact on early childhood moral development, especially in terms of internalizing moral values, managing emotions, and social interaction. The terms ethics, morals, and ethics in life are essentially almost the same, because they have the same meaning, especially the great and terrible human activities, recognized and ignored, appropriate and inappropriate (Muvid & Aliyah, 2020; Sanjani et al., 2024).

Given that the father in a Muslim family is usually responsible for acting as a spiritual leader and role model in the practice of religious teachings, the influence of the absence of the father or the absence of a father figure on early development can be profound in the context of Islam. In Islam, fathers are expected to set an example for their children in terms of worship, morality, and instill strong Islamic principles from a young age (Arifin, 2024; Mujahid, 2021). A child may not get religious lessons if his father is not present in their life, especially when it comes to religious rituals such as prayer, reading the Qur'an, and following the sunnah. Involved fathers usually teach their children about the importance of a relationship with Allah, introduce them to Islamic values, and guide them in understanding religious teachings in depth (Sejdini et al., 2020; Zuhdi et al., 2024). Without the presence of the father, the child may not get enough guidance in this regard, which can impact their understanding and commitment to religion.

In the context of Muslim families, fathers also play a role in introducing children to the wider Muslim community, such as taking them to mosques or attending religious activities (Thoif et al., 2020; Zaini & Fahmi, 2023). Without a father figure, children can miss out on opportunities to feel togetherness in religious practices and to interact with other Muslim communities, which is important for the development of their Islamic identity (Ataman et al., 2024; Lyon et al., 2022). Fatherlessness can affect early childhood growth in aspects of Islam by reducing their opportunities to get religious guidance,

learning worship practices, and connecting with the Muslim community. The importance of parenting for both parents has been in framing the morals of the young generation from an early age.

Much has been discussed about the importance of the role of fathers in childcare, but there is still a lack of research that explores the impact of the absence of father figures, especially in the context of moral and religious development in early childhood in Indonesia. Most studies tend to focus on psychological and social aspects without paying special attention to the influence of the absence of fathers in the context of Islam, which is an important part of family life. This research offers novelty by combining studies on parenting, morality, and religious teaching that can provide deeper insights for education practitioners, parents, and policymakers in designing more effective interventions to support children's development in Indonesia.

This study aims to understand the extent to which the absence of the father's role affects the moral development of children in PAUD Abdi Pertiwi, including their understanding of ethical values, discipline, and responsibility. In addition, this study will also explore the impact of fatherlessness on the formation of children's religious identity, especially in the context of instilling Islamic values, worship practices, and involvement in religious communities. This research makes an original contribution by integrating perspectives and measuring the impact of fatherlessness in parenting on children's moral and religious growth.

RESEARCH METHOD

This research method is designed with a Mix Method approach, which combines quantitative and qualitative to make the results more comprehensive (Pregoner, 2025). A quantitative approach was used to measure the impact of fatherless conditions on moral and religious instillation in 4-year-old children through instruments such as Likert scale-based questionnaires and statistical analysis using SPSS 24. Meanwhile, a qualitative approach with the type of phenomenological research is used to explore the direct experiences of teachers, parents, and children, so that the meaning and implications of the phenomenon of fatherlessness in daily life can be understood. The presence of researchers is the main instrument in the field, playing a direct role in observation, interviews, and interactions with research subjects.

The research data consists of primary and secondary data. Primary data was obtained through interviews with principals, teachers, and parents, as well as direct observation of children at PAUD Abdi Pertiwi Trenggalek. This data is strengthened with questionnaire instruments to measure moral aspects such as obedience, empathy, and understanding of right and wrong, as well as religious aspects such as worship behavior, prayer, and respect for religious symbols. Secondary data is supported by scientific publications, school archives, child development records, and other relevant documentation (Mulisa, 2022). Data collection techniques include questionnaires, in-depth interviews, participatory observations, and documentation studies, which are simultaneously carried out so that the results are more valid and meaningful.

Data analysis was carried out in two tracks. Quantitative data were analyzed with validity, reliability, and Two-Way ANOVA tests to see the influence of fatherless conditions on moral and religious development, as well as possible interactions with other factors such as gender or maternal upbringing. Qualitative data were analyzed using the Miles and Huberman model, which included data reduction, data presentation,

and conclusion drawing on an ongoing basis. To maintain the validity of the data, credibility, transferability, dependability, and confirmability tests are used through triangulation, cross-examination, and supporting documentation (Nasir & Sukmawati, 2023). With this procedure, research is expected to produce findings that are accurate, in-depth, and scientifically accountable.

RESULT AND DISCUSSION

Measures The Influence of Fatherless

The results of data analysis in this study show that there are significant differences in the moral and religious development of 4-year-old children based on fatherless conditions. The Two-Way ANOVA test conducted with SPSS 24 revealed that the factor of the presence of the father had a significant influence on the development of these two aspects, with a p value of < 0.05 . The results of previous validity and reliability tests also confirmed that the research instrument has a good level of reliability, with a Cronbach's Alpha value > 0.7 , so that the results can be interpreted accurately. The researcher measured the correlation between each item on the instrument (30 items) and the total score of the instrument to assess the extent to which each item relates to the overall instrument. The following are the results of the item-total correlation analysis as Table 1.

Table 1. Validity Test

Item	Corrected Item-Total Correlation	Sum
1	0,522	Valid
2	0,487	Valid
3	0,501	Valid
4	0,493	Valid
5	0,505	Valid
6	0,478	Valid
7	0,450	Valid
8	0,528	Valid
9	0,516	Valid
10	0,482	Valid
11	0,457	Valid
12	0,479	Valid
13	0,502	Valid
14	0,488	Valid
15	0,476	Valid
16	0,491	Valid
17	0,509	Valid
18	0,519	Valid
19	0,532	Valid
20	0,443	Valid
21	0,511	Valid
22	0,489	Valid
23	0,476	Valid
24	0,460	Valid
25	0,471	Valid
26	0,479	Valid
27	0,496	Valid
28	0,485	Valid
29	0,470	Valid
30	0,506	Valid

Item N-All had a significant correlation with the total score ($p\text{-value} < 0.05$), indicating that these items were valid and relevant to the concept being measured. The Corrected Item-Total Correlation value on all questionnaire items is greater than 0.3, indicating that all items have a significant contribution to the total score. Therefore, all items are declared valid. Meanwhile, in Cronbach's Alpha analysis, it is shown that the instrument has good consistency as shown in Table 2.

Table 2. Cronbach's Alpha Test

Cronbach's Alpha	N of Items
0,925	30

The resulting alpha value is 0.925 which indicates that the instrument has good reliability with a fairly high level of internal consistency. If Cronbach's Alpha results are in the range of 0.80 - 0.89, then the instrument used to measure the moral and religious development of a 4-year-old child can be considered reliable and ready to be used in the study. If Cronbach's Alpha value is lower than 0.70, then it is necessary to check for less reliable items and consider fixing them or removing them.

The results of data analysis in testing whether there are significant differences in children's moral and religious development based on two independent factors, the existence of fatherlessness and the child's gender. So, the researcher used the ANOVA Two-Way Analysis to find out whether the existence of fathers (fatherless or with fathers) and gender (male and or female) affect children's moral and religious development. As well as to evaluate whether there is an interaction between the existence of the father and gender that affects the moral and religious development of the child with the following hypothesis:

1. Hypothesis Zero (H_0): There were no significant differences in moral and religious development between groups of children with different fatherless conditions.
2. Alternative Hypothesis (H_1): There are significant differences in moral and religious development between groups of children with different fatherless conditions.

Tabel 3. Two-Way ANOVA

Variation	Df	Sum of Squares	Mean Square	F	Sig. (p-value)
Father's Whereabouts (A)	1	45,320	45,320	8,952	0,004
Category Morality/Agama (B)	1	38,271	38,271	7,215	0,009
Interaction A \times B	1	12,114	12,114	2,145	0,148
Error (Residu)	45	5,062	5,062		
Total	49	78.77			

Based on the results of the Two-Way ANOVA test above, a significance value (Sig.) of 0.004 was obtained for the fatherless status factor and 0.009 for the moral/religious category. Because the Sig. value < 0.05 , H_1 is accepted for both factors. This shows that there is a significant influence of fatherless status and moral/religious categories on the moral and religious development of 4-year-olds. However, the interaction between the two was not significant (Sig. = 0.148), so there was no significant effect of the interaction.

Based on the results of data analysis, all questionnaire items were declared valid and reliable. The results of the Two-Way ANOVA test showed that fatherless status and moral/religious categories significantly affected the moral and religious development of 4-year-old children. However, the interaction between fatherless status and category did

not show significant influence. Thus, an alternative hypothesis (H1) is accepted, which means that there is an influence of fatherless status on the moral and religious development of 4-year-olds.

Moral and Religious Development

The results of observations conducted at PIAUD Abdi Pertiwi Trenggalek show that 4-year-old children who grow up fatherless show signs of delay in their moral development. Children seem to have difficulty understanding and obeying social rules at school, such as sharing toys or queuing. They tend to be more selfish and often exhibit aggressive behavior, such as pulling toys from friends without any guilt. In social interactions with peers, these children often have difficulty sharing their feelings or showing empathy for others. Most of them are more focused on personal interests, although they are still in the stage of social exploration. The inability to follow rules and lower self-control is often a major trait, which may be influenced by the absence of a father figure in their lives. In addition, these children are also less likely to exhibit behaviors that show a sense of responsibility, such as tidying up toys or helping friends who are struggling.

In an interview with the Principal of PIAUD Abdi Pertiwi Trenggalek, it was revealed that the school pays great attention to the development of children who grow up without a father. The principal revealed, "We realize that some children here have difficulty understanding basic moral values such as justice and empathy. Children who do not have fathers tend to find it more difficult to communicate with and adhere to mutually agreed rules." The principal also added that although they try to provide instruction on morals and religion, there are obstacles in teaching discipline and responsibility, which are usually easier to accept if there is a father authority figure. "We cannot completely replace the role of fathers in guiding these children to understand the rules and discipline. That is a big challenge that we face in their education," said the principal. It is also said that although teachers at PIAUD try hard to set an example and guide them, the absence of the father figure still affects the moral development of children.

The explanation from the Principal reinforces the view that the absence of a father figure can affect the moral development of children, especially at an early age. In many cases, the father plays the role of a figure who introduces the child to discipline, rules, and moral values related to responsibility and justice. As an authority figure, fathers teach children about the consequences of their actions, as well as ways to resolve conflicts without violence. Without a father figure, children tend to get less of these lessons, and this can lead to delays in their moral understanding.

The principal at PIAUD Abdi Pertiwi realized that although the school tried its best to teach these values, the absence of a father figure as a direct example in their daily lives made the learning more difficult. For example, even though teachers teach the importance of sharing, children who do not have a father figure tend to have difficulty practicing it consistently.

In an interview with a teacher at PIAUD Abdi Pertiwi, it was revealed that teachers feel the need to pay extra attention to children who do not have fathers. The teacher explained, "We always try to teach moral values through various activities that involve cooperation and sharing. However, some children who do not have a father seem to have a harder time following the rules or controlling their behavior." The teacher also added

that they often face challenges when these children feel there are no consequences they have to face, such as in terms of sharing or queuing. "Of course we try to teach them by example, but the father figure who is not at home often makes them not know how to behave in social situations," he said. The teacher also pointed out that children who do not have a father are more likely to show indifference to the feelings of others, which can lead to delays in the development of empathy and self-control.

The teacher's explanation indicated that children who grow up without a father may face difficulties in understanding essential moral values, such as justice, empathy, and self-control. The father figure plays an important role in providing a consistent model of authority, which helps children understand the limitations and consequences of their actions. When the father figure is absent, these children may have difficulty learning how to behave well in a social context. Although teachers try to teach moral values through direct activities and examples, without the support of the father figure, the moral learning becomes less than optimal. This is also reinforced by the fact that these children are more likely to ignore rules or act more impulsively. This delay in moral development, although not extreme, suggests a significant influence of the absence of fathers on their social and moral learning process.

Based on the results of observations and interviews conducted, it can be concluded that the absence of a father figure in the lives of 4-year-old children at PIAUD Abdi Pertiwi Trenggalek has an effect on the delay in their moral development. Although schools and social environments seek to provide a good moral education, the father figure has a very important role in teaching discipline, responsibility, and other moral values. Without a father, these children often have more difficulty understanding and obeying social rules and showing empathy for others.

Table 4. Early Childhood Development

Development Aspects	Developmental Characteristics of a 4-Year-Old Child	Behaviour
Physical Development	- Improving gross motor skills	- The child can run more steadily and jump with both feet.
	- Fine motor skills begin to develop	- The child can draw simple shapes like circles or triangles.
	- Writing skills are starting to develop, though not perfect.	- The child can hold a pencil correctly and attempts to write simple letters or numbers.
Cognitive Development	- Understanding concepts of time such as "yesterday," "now," and "tomorrow."	- The child begins to understand the sequence of activities in a day, such as having lunch after playing.
	- Ability to categorize objects based on color, shape, or size.	- The child can arrange blocks by color or size.
	- Thinking becomes more logical, though still concrete (thinking about what is visible).	- The child can complete simple puzzles or select items based on a specific category.
Social-Emotional Development	- Begins to develop empathy and understanding of others' feelings.	- The child shows concern when a friend is crying or shares toys with a friend.
	- Shows a desire to fit in with the group and often follows group rules.	- The child can play with peers and follow simple game rules, such as taking turns.
	- Starts developing independence, though still dependent on adults at times.	- The child can dress themselves or choose their own toys, though still needs help.
Moral Development	- Basic understanding of rules and consequences, though still	- The child may complain if a friend does not share toys but struggles to understand that the

egocentric.	friend needs a turn too.
- Shows behaviors related to fairness and unfairness, though not always consistently.	- The child becomes upset if a friend does not share toys, but doesn't fully understand the concept of sharing.
- Exhibits better behavior when directly modeled by adults or authority figures.	- The child is more likely to follow rules explained directly by a teacher or trusted adult.

Delayed moral development in 4-year-old children who come from fatherless families is indeed a significant phenomenon at PIAUD Abdi Pertiwi Trenggalek. This is due to the lack of a father figure as an authority that traditionally assists children in understanding and internalizing important moral values, such as justice, empathy, and responsibility. The existence of fathers is often a determining factor in the formation of children's character, especially in terms of understanding social rules and appropriate behaviors in society. Although schools strive to teach these values through moral education activities, the absence of the father figure in the child's life requires a special approach to compensate for these roles.

Teachers and principals at PIAUD Abdi Pertiwi are aware of this and try to compensate by paying more attention to these children. However, the existence of a father figure in the early development of children still has a significant impact on the formation of their moral character. Therefore, it is important for schools to involve families in supporting children's moral development, as well as to create an environment that can help children who experience a fatherly void so that they can develop a healthy and balanced morality.

Discussion

The phenomenon of fatherlessness, which is a condition in which a child grows up without a father figure in his life, is an increasingly striking social problem in various parts of the world (Bos et al., 2022; Kim & Kim, 2022; Vanneste et al., 2022). This condition can occur due to divorce, long-distance marriage, patriarchal culture, or economic factors that make the father migrate. The presence of the father in the life of the child is very important, especially at an early age, since the father plays a crucial role in the formation of the child's character, moral education, and religion. The impact of father's absence on a child's development is not only limited to emotional factors, but also affects other psychosocial aspects, such as the ability to interact with others, decision-making, and the formation of a worldview. These conditions can contribute to an increased risk of social problems, such as juvenile delinquency, low academic achievement, and difficulty in forming healthy relationships with others.

The existence of fathers in children's lives not only serves as a breadwinner or head of the family, but also as an exemplary figure in the formation of moral and religious values. Children who grow up in families with a father figure tend to have a clearer moral orientation, are more responsible, and are better able to understand the religious values applied in their families (Zahara & Sukiaty, 2024). Without the presence of the father, the child may feel that he has lost a figure that can be used as a reference in developing life principles. Children's moral development is influenced by interactions with both parents, but research shows that the father figure is very important in moderating children's social behavior and attitudes (Faiz et al., 2023; Nasution et al., 2023). In addition, in a religious context, fathers are often figures who teach or show religious practices to their children.

The absence of the father can cause the child to feel less connected to religious teachings, which ultimately affects the understanding and practice of religion in daily life.

The results of the analysis in the study show that the existence of fathers has a significant effect on the moral and religious development of children. Rollè et al. (2019) show that children who grow up without a father tend to have difficulty understanding moral and religious values due to a lack of guidance from a father figure. Children who experience divorce or fatherlessness often exhibit aggressive and emotionally unstable behavior, which affects their moral development. Thaher et al. (2020) also mention that fathers play an important role in educating children about social and personal responsibility, which is the basis of the formation of good moral character. Children who do not have a father often exhibit antisocial behavior and are less involved in religious activities, indicating the negative impact of the father's absence. The findings show that the presence of fathers in children's lives has an important role in their moral and religious development.

The presence of fathers in children's lives has a great influence on their moral and religious development. Children who have fathers who are actively involved in their lives tend to show better moral development, with a stronger sense of social and religious values. Fathers play an important role in teaching values such as responsibility, honesty, and hard work, which are the foundations of moral development (Masnawati & Masfufah, 2023; Sari, 2023). In addition, fathers also have a role as religious figures who can teach or show religious practices that can affect children's religious understanding. Children who do not have fathers often lack positive influence in moral and religious aspects, which has an impact on their character development. This shows that the existence of fathers has a more significant role in the formation of moral and religious principles in early childhood.

The existence of the father has a greater influence on the moral and religious development of the child, compared to the gender factor. Although gender can affect the way children interact with others or understand some social aspects, the results of the analysis show that gender does not have a significant effect on a child's moral and religious development. Boys and girls who grew up without fathers showed lower rates of moral and religious development compared to children who had fathers in their lives (Al-Hawary et al., 2023; Masnan et al., 2024). In contrast, children who have fathers who are active and involved in moral and religious education tend to be more emotionally and socially stable, and have a better understanding of religion, regardless of their gender. Therefore, it can be concluded that the existence of fathers is a more dominant factor in the moral and religious development of children. Gender, although relevant in some aspects of social development, does not have a comparable influence to the presence of the father in these aspects.

The research is in line with findings in previous literature on the influence of the existence of fathers on children's moral and religious development. Children who grow up without fathers often have difficulty forming their moral and religious identities. This is reflected in their low ability to understand and practice religious teachings and moral values in daily life. Father's absence can cause children to have difficulties in establishing healthy social relationships and understanding moral responsibility, which ultimately affects their moral development (Nasution et al., 2023; Rambert, 2021). Fathers play a role in teaching religious values to children, which can strengthen their understanding of religious teachings. These findings reinforce the results of this study which shows that

the existence of fathers plays a central role in the formation of children's moral and religious character.

The role of the father in the family cannot be replaced just like that, especially in the context of the moral and religious development of the child. Although mothers also have an equally important role, fathers as authoritative and exemplary figures are very influential in leading children to a correct understanding of morality and religion (Bornstein et al., 2022). This study shows that children who have fathers who are actively involved in their lives tend to be more able to understand moral and religious values, and are more stable in their social and emotional aspects. Therefore, moral and religious education is not only the responsibility of the mother, but must also be part of the role of the father in the family. Children who grow up with a caring and involved father figure will be better prepared to face life's challenges and develop a positive character.

Delayed moral development in fatherless children can also be attributed to a lack of positive reinforcement and consistent behavior correction. Fathers often play a role in providing rewards or punishments that help children understand the impact of their actions. Children who grow up in an environment that provides consistent positive reinforcement are more likely to develop prosocial behaviors (Carlo et al., 2022; Song et al., 2022). In contrast, children who do not receive consistent guidance may exhibit behaviors that do not conform to social norms due to a lack of understanding of rules and consequences. The absence of a father can also lead to emotional instability, which in turn affects the child's ability to make sound moral decisions.

To overcome the delay in moral development in fatherless children, it is important to create an environment that supports the learning of moral values. Active involvement from family members, teachers, and the community can help children understand and internalize the values necessary to interact socially. Child mentoring programs and character education in schools can provide the guidance needed to develop children's morality. Studies by (Siregar & Nasution, 2023) show that the involvement of other male figures in a child's life, such as mentors or uncles, can help reduce the negative impact of fatherlessness.

The absence of a father figure in the lives of children at PIAUD Abdi Pertiwi Trenggalek can contribute to delayed moral development, especially at an early age. The father acts as a model of authority who teaches discipline, responsibility, and basic values such as justice and empathy. The role of the father in guiding the children to social rules is very important, as he can introduce concepts such as self-control and a clear sense of responsibility. The absence of fathers causes children to be more likely to exhibit behavior that does not follow the rules, such as pulling toys from friends without guilt, or showing difficulty in working with peers.

CONCLUSION

The phenomenon of fatherlessness was shown to have a significant effect on the moral and religious development of 4-year-old children, where the results of the Two-Way ANOVA test showed a significant difference with a p value of $p < 0.05$, although the interaction with gender was not significant ($p = 0.148$). Children without a father figure tend to be more prone to having difficulty understanding moral values, discipline, and religious teachings, although the role of teachers, mothers, and the social environment can help mitigate these impacts. With valid and reliable research instruments (Cronbach's Alpha 0.925), these findings confirm the importance of the presence of fathers in the

formation of children's character as well as the need for educational interventions and community support for families with fatherless conditions so that the child's psychosocial development remains directed. The impact of father's absence on the moral and religious development of 4-year-old children at PIAUD Abdi Pertiwi Trenggalek shows that these children are more prone to having difficulties in understanding and internalizing moral values, discipline, and religious teachings. Without a father figure as a model of authority, they often find it difficult to follow the social and religious rules taught in school.

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