



The Influence of Father Involvement on the Academic Self-Efficacy of Tenth-Grade Students at SMAN Jatinangor in the 2024–2025 Academic Year

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Abstract

This study aims to determine the influence of father involvement on the academic self-efficacy of 10th grade students at SMAN Jatinangor in the 2024–2025 academic year. The background of the study is based on the importance of the father's role in supporting the development of a child's self-belief in the academic context. This research employed a quantitative approach using a simple linear regression method. The sample consisted of 238 students selected based on specific criteria, namely those who live with both their biological father and mother. The instruments used included a father involvement questionnaire based on Hawkins et al. (2002) and an academic self-efficacy questionnaire based on Bandura's theory (1997). The results showed that both father involvement and students' academic self-efficacy were in the moderate category. The regression test produced a significance value of 0.000 (<0.05) and a coefficient of determination (R Square) of 0.158. This indicates that father involvement contributes 15.8% to students' academic self-efficacy, while the remaining percentage is influenced by other factors. Thus, it can be concluded that there is a significant influence of father involvement on students' academic self-efficacy. This research has implications for parents, educators, and schools to enhance father involvement as an essential factor in supporting children's academic success.

Keywords: Father Involvement, Academic Self-Efficacy, Students

1. Introduction

The family has a central role in development the family plays a central role in a child's development, including in the academic domain. The quality of parental interaction within the family significantly influences a child's social-emotional and cognitive growth (Grusec, 2011). Although mothers often take a more dominant role in daily caregiving, father involvement has also been shown to contribute significantly to children's psychological and academic development (Lamb, 2004), (Parke, 2004).

Father involvement is not limited to physical presence, but also includes emotional support, communication, and encouragement in the child's education. The quality of the father-child relationship such as motivation in learning, open communication, affection, and future planning can have a direct impact on a child's academic achievement (Jeynes, 2005). Meanwhile, Bandura defines academic self-efficacy as a student's belief in their ability to organize and execute actions required to achieve academic success (Bandura, 1997). Students with high academic self-efficacy tend to be more persistent, motivated, and capable of facing challenges, whereas those with low self-efficacy are more likely to give up easily and avoid academic tasks.

Several studies have demonstrated a positive relationship between father involvement and students' academic self-efficacy. Students whose fathers are involved in learning activities show stronger motivation and academic engagement (Nurmalasari, 2024). Father involvement also influences the development of adolescents' self-esteem, which serves as the foundation for academic self-efficacy (Saenab, 2020). Students who have a close relationship with their fathers tend to show better academic performance and social skills (Batubara, 2024).

Nevertheless, father involvement in children's education is often hindered by traditional roles in Indonesian society. The father is still largely perceived as a financial provider, while educational responsibilities are more commonly

assigned to the mother [9]. This is supported by research findings indicating that only a small proportion of students experience high levels of father involvement [10].

Preliminary findings at SMAN Jatinangor reflect a similar pattern. Interviews with guidance and counseling teachers revealed that communication regarding students' academic progress is more frequently conducted with mothers. Many students also reported rarely discussing academic matters with their fathers, either due to limited time or a distant relationship.

At the same time, signs of low academic self-efficacy were also observed among tenth-grade students, such as reluctance to take initiative in learning, frequent cheating, and hesitation when required to perform in class. These behaviors are indicative of weak academic self-efficacy (Bandura, 1997).

Although the role of father involvement has been widely studied in relation to children's psychosocial development, research specifically examining the influence of father involvement on students' academic self-efficacy remains limited (Aprilia, 2018). Therefore, this study aims to investigate the influence of father involvement on the academic self-efficacy of tenth-grade students at SMAN Jatinangor for the 2024–2025 academic year. The results of this study are expected to provide empirical evidence and new insights into the importance of father involvement in fostering students' confidence and academic success.

2. Methods

This study employs a quantitative approach using regression analysis. The purpose of the research is to examine the influence of father involvement on students' academic self-efficacy. This approach aligns with Sugiyono's view (Sugiyono, 2013)

, which states that quantitative research is used to test hypotheses based on data measured numerically and analyzed using statistical techniques.

2.1. Population and Sample

The population in this study consisted of all tenth-grade students at SMAN Jatinangor in the 2024–2025 academic year, totaling 442 students. The sampling technique used was purposive sampling, which involves selecting participants based on specific predetermined criteria. The criterion applied in this study was that the students must live with both their biological father and mother. Based on this criterion, a total of 238 students from 12 classes were selected as the sample.

2.2. Research Instrument

The instruments used in this study consisted of two scales: the father involvement scale and the academic self-efficacy scale. The father involvement scale was developed based on four aspects from Jeynes (2005), namely: school encouragement, time and talking together, praise and affection, and developing talents and future concern.

The academic self-efficacy scale was constructed based on Bandura's theory (Bandura, 1997), referring to the aspects of level, generality, and strength, with indicators including students' confidence in understanding lessons, completing tasks, facing exams, and achieving academic goals.

Both instruments were tested for validity and reliability. Validity was assessed using Pearson correlation, while reliability was tested using Cronbach's Alpha. The results showed that all items were valid, with Cronbach's Alpha values of 0.973 for the father involvement scale and 0.971 for the academic self-efficacy scale, indicating very high internal consistency.

2.3. Data Analysis Technique

The data were analyzed using frequency distribution to describe students' responses for each variable, and simple linear regression to examine the influence of father involvement on students' academic self-efficacy. Preliminary assumption tests were conducted beforehand, including tests for normality, linearity, and heteroscedasticity. All analyses were performed using SPSS version 26.

3. Results and Discussion

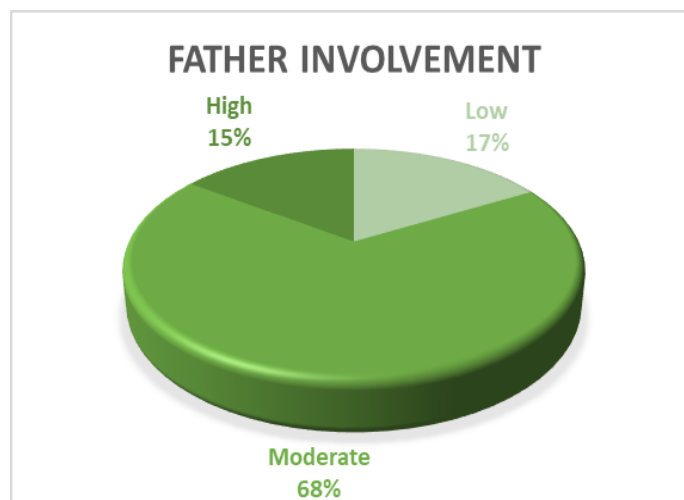


Figure 1: Distribution of father involvement

Based on the results of the frequency distribution analysis, the table above shows that the majority of father involvement falls into the moderate category, with a percentage of 68%. This indicates that most students perceive some level of father involvement in their lives, although it is still not at an optimal level.

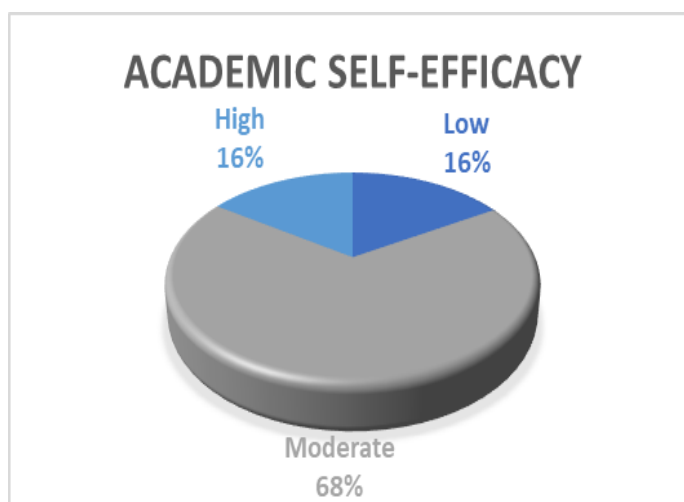


Figure 2: Distribution of academic self-efficacy

The results of the frequency distribution analysis on the academic self-efficacy variable also showed that the majority of students fell into the moderate category, with a percentage of 68%. This means that most students already possess a degree of confidence in completing academic tasks, although their consistency and resilience may still be less than optimal.

Table 1: Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	128,655	6,474		19,874	,000
Father Involvement	,556	,083	,398	6,662	,000

a. Dependent Variable: Self Efficacy

Based on the table above, the significance value (Sig.) was found to be 0.000, which is less than 0.05. Therefore, it can be concluded that the variable of Father Involvement (X) has a significant influence on the variable of Academic Self- Efficacy (Y). This finding is consistent with the decision criterion in regression testing, where a significance value less than 0.05 indicates a significant effect of the independent variable on the dependent variable.

Thus, it can be concluded that the higher the level of father involvement in a child's life, the higher the student's academic self-efficacy. In other words, an actively involved and positively engaged father can enhance a student's confidence in their ability to face academic challenges.

Table 2: Model Summary

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	0.398a	0.158	0.155	23.734

a. Predictors: (Constant), Father Involvement

The table above shows that father involvement has a significant influence on students' academic self-efficacy, although the effect size is relatively small, accounting for only 15.8%. This means that students who perceive their fathers as involved in their lives and education tend to have greater confidence in their academic abilities. However, father involvement is not the sole determining factor; many other elements also contribute.

According to Bandura, self-efficacy is shaped by several sources, including personal experience, encouragement from others (including parents), and how individuals interpret their own emotions when facing challenges (Bandura, 1997). These findings reinforce Bandura's theory, which states that one of the sources of self-efficacy is social support, including parental support. Forms of father involvement such as giving praise, engaging in conversations, encouraging learning, and guiding children's future plans contribute to the development of academic self-efficacy. Thus, father involvement can be considered a crucial form of support in building students' confidence in their academic capabilities. In line with this, Bronfenbrenner's ecological theory (Bronfenbrenner, 1998) emphasizes that the family, as part of the microsystem, plays a critical role in supporting children's academic development. Given that father involvement in this study is at a moderate level, it is unsurprising that students' academic self-efficacy also tends to be less than optimal.

One notable finding from the aspects of father involvement is that the aspect of "developing talents and future concern" displayed a wide distribution between low and high categories. This suggests a diverse range of student experiences: while some feel their fathers are highly supportive of their future, others feel a lack of attention in this regard. This discrepancy may be due to fathers prioritizing work or focusing on providing for the family, which limits their time and attention for their children [9].

Meanwhile, among the three aspects of academic self-efficacy, the aspect of generality had the highest percentage in the low category, at 20%. This aspect reflects students' confidence in their academic abilities across various subjects and learning contexts. A low score in generality implies that students are not yet confident in succeeding across different academic settings, which may hinder their learning adaptability and resilience. Strong self-efficacy is not only marked by confidence in specific tasks but also by the ability to generalize that confidence across various academic challenges (Bandura, 1997). The low score in this aspect suggests a lack of consistent self-perception, potentially influenced by insufficient explicit support from their immediate environment.

Connecting this with father involvement, the low level of engagement in the "developing talents and future concern" aspect may contribute to the weakness in the generality aspect of students' academic self-efficacy. Children who feel unsupported in planning their future are likely to have unstable confidence due to the absence of validation from a father figure. As emphasized by Papalia et al. (2000), parental involvement in shaping children's future aspirations is a foundational element in developing academic identity and strong self-efficacy. Therefore, fostering self-efficacy cannot be separated from the pattern of parental interaction, particularly the father's role in the child's educational journey.

Although the contribution of father involvement in this study is relatively small, these findings still support the understanding that a father's active presence in parenting plays a significant role in building children's academic confidence (Jeynes, 2005). A study by Ririn Saudiah Br Sinulingga et al. [10] also supports this by showing that father involvement can increase resilience and reduce academic stress, indirectly strengthening students' self-efficacy in facing academic challenges. Furthermore, research by Alfaiz et al (2021) confirms that self-efficacy significantly influences individual cognitive behavior within a social system and predicts students' academic readiness in higher education. These findings further reinforce the relevance of academic self-efficacy as a key indicator of student success.

Beyond academic self-efficacy, father involvement also has a substantial impact on children's overall psychological development. In developmental psychology, fathers who are positively involved in parenting help children develop a sense of security, self-esteem, and adaptability. Warm, responsive, and actively engaged fathers support children's emotional development, helping them build confidence and healthy social skills (Santrock, 2014). This indicates that father involvement affects not only academic performance but also psychological aspects such as self-confidence, self-control, and resilience. In line with this, Papalia (2000) notes that a father's role in accompanying children through daily communication and interaction contributes to the formation of self-identity and social adjustment during

adolescence. This underscores the importance of the father figure in helping children navigate psychosocial development, including academic and social challenges at school.

Nevertheless, the 15.8% contribution of father involvement in this study indicates that other factors also influence academic self-efficacy. While previous studies emphasize the importance of the father's role, not all findings report a strong or significant impact. For instance, Qaidah (2024) found that students' perceptions of father involvement had a positive effect on academic flow a state where students feel focused and engaged while learning yet the effect size was only 4.3%. This suggests that although father involvement is important, it is not always the primary determinant of academic success. Other factors such as students' self-regulation, home atmosphere, teacher and peer support, and school environment also play major roles.

These findings reinforce the conclusion that father involvement is indeed important but is not the sole factor shaping academic self-efficacy. There remains 84.2% of the variance influenced by other factors such as intrinsic motivation, teacher-student relationships, and the quality of learning experiences at school. Therefore, attention should not only be given to the frequency of father involvement, but also to the quality of support provided.

Bandura (1997) states that in addition to family support, mastery experiences and vicarious experiences are also key sources of self-efficacy. This is supported by the findings of Besse St Saenab et al. (2020), which show that father involvement supports the development of children's self-esteem, though self-esteem is only one component that contributes to self-efficacy. Thus, school environment and learning experiences must also be considered. Additionally, Firda Nurmalasari et al. (2024) found that father absence significantly affects children's academic achievement, indicating that the presence of a disengaged father may have limited impact on a child's self-efficacy.

The results of this study are also in line with prevailing cultural norms in Indonesia, where the father's role is often associated more with financial responsibilities than with direct parenting (Arbiyana, 2024). Lamb highlights that fathers are often "the forgotten contributor" in child-rearing, resulting in suboptimal levels of involvement (Lamb, 2004). This is also reflected in observations at SMAN Jatnangor, where interviews in one tenth-grade class (X.12) revealed that most students rarely discussed academics with their fathers due to their fathers' busy work schedules, thereby limiting academic communication and support from fathers.

Overall, the findings of this study suggest that father involvement remains an important factor that needs to be improved to enhance students' academic self-efficacy. As stated by Novy Astriani (2019), father involvement in co-parenting plays a significant role in motivating children to achieve academically, even when mothers are working or face parenting challenges. Therefore, schools and families should collaborate to raise fathers' awareness of their important role in supporting children's academic success. According to Bronfenbrenner's ecological theory, a child's success is influenced by harmonious interactions between their closest environments (Bronfenbrenner, 1998). In line with this, Thahir et al. (2024) also state that parental involvement plays a key role in laying the foundation for children's academic development. Through active support and participation in education, parents not only strengthen the emotional connection between home and school but also create a conducive learning environment that promotes student achievement.

Moreover, several previous studies have shown that the influence of father involvement on academic self-efficacy may differ by gender. Wardani (2019) found that for male adolescents, father involvement is more strongly correlated with academic self-efficacy compared to female adolescents. This is associated with the father's role as a primary identification figure for boys in building confidence and independence. Meanwhile, for female students, father involvement tends to function more as emotional support which, although still important, may not directly impact academic confidence. Therefore, this gender-based difference may be an important consideration for future research, particularly for those exploring father involvement from a gender-sensitive perspective.

4. Conclusion

This study concludes that father involvement has a significant influence on students' academic self-efficacy. The analysis revealed that 15.8% of the variation in academic self-efficacy can be explained by the level of father involvement. This indicates that a supportive and positively engaged father plays an important role in fostering students' confidence in facing academic challenges.

However, the relatively small percentage of influence suggests that academic self-efficacy is also shaped by various other factors, such as support from mothers, teachers, peers, as well as students' own motivation and learning experiences. These findings highlight the importance of father involvement not only in terms of physical presence, but also in providing emotional and educational quality particularly through open communication, support for children's aspirations, and encouragement throughout the learning process.

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