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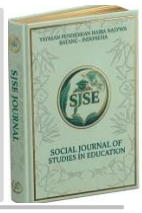

Fatherless in Perspective Family Philosophy: Can it Undermine a Child's Motivation to Learn?

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Abstract

This study aims to examine the impact of the fatherless phenomenon on children's learning motivation from the perspective of family education philosophy. Secondary data were analyzed through a review of the relevant literature. The theoretical framework of this research is based on the thoughts of John Dewey, Abraham Maslow, and Carl Rogers regarding the role of the family in character formation and intrinsic motivation. The results of the study show that the absence of a father figure can significantly reduce children's motivation to learn due to the psychological, social, and economic challenges faced. Lack of emotional support, difficulties in social interaction, and limited educational resources are inhibiting factors. However, the research also highlights the importance of the role of mothers and the surrounding environment in providing support, as well as strengthening family values as capital to build positive learning motivation in fatherless children. The implications of this study emphasize the need for comprehensive and collaborative interventions between families, schools, and communities. Counseling, mentoring, use of educational technology, and economic empowerment programs for single families are recommended as strategies to support the academic and social-emotional development of fatherless children, so that they can reach their maximum potential even in the condition of an incomplete family.

Kata Kunci:
Fatherless, Motivasi Belajar, Pendidikan Keluarga

Abstrak

Penelitian ini bertujuan untuk mengkaji dampak fenomena fatherless terhadap motivasi belajar anak dari perspektif filsafat pendidikan keluarga. Data sekunder dianalisis melalui studi literatur yang relevan. Kerangka teoretis penelitian ini didasarkan pada pemikiran John Dewey, Abraham Maslow, dan Carl Rogers mengenai peran keluarga dalam pembentukan karakter dan motivasi intrinsik. Hasil penelitian menunjukkan bahwa ketiadaan figur ayah secara signifikan dapat menurunkan motivasi belajar anak akibat tantangan psikologis, sosial, dan ekonomi yang dihadapi. Kurangnya dukungan emosional, kesulitan dalam interaksi sosial, dan keterbatasan sumber daya pendidikan menjadi faktor penghambat. Namun, penelitian juga menyoroti pentingnya peran ibu dan lingkungan sekitar dalam memberikan dukungan, serta penguatan nilai-nilai keluarga sebagai modal untuk membangun motivasi belajar yang positif pada anak-anak fatherless. Implikasi penelitian ini menekankan perlunya intervensi yang komprehensif dan kolaboratif antara keluarga, sekolah, dan komunitas. Program konseling, mentoring, pemanfaatan teknologi pendidikan, dan

pemberdayaan ekonomi keluarga tunggal direkomendasikan sebagai strategi untuk mendukung perkembangan akademik dan sosial-emosional anak-anak fatherless, sehingga mereka dapat mencapai potensi maksimal mereka meskipun dalam kondisi keluarga yang tidak utuh.

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INTRODUCTION

The phenomenon of fatherlessness or the absence of a father figure in the family presents significant social challenges, with a broad and profound impact on children's development. In the United States, about 24 million children live without a father, and this figure reflects a distorted trend, especially since many studies show a negative relationship between the absence of a father and the development of children's behavior and emotions. In Indonesia, the increasing rates of divorce and single families indicate that many children are also facing similar situations. Research by Ashari noted that the absence of a father figure has a negative impact on children's psychological development, leading to more problematic social behaviors (Ashari, 2018). From an educational point of view, children who do not have a father figure often experience lower learning motivation. Research by East et al. shows that the involvement of fathers in education is related to better academic outcomes, as well as children's ability to adapt in the school environment(East et al., 2006a). This is in line with the findings in the research of Uslu and Demiriz who noted that the educational status of fathers is closely related to children's resilience in the face of academic and social challenges(Uslu & Demiriz, 2022). In the absence of emotional support and motivation from fathers, these children have the potential to experience greater challenges in achieving academic achievement and making the necessary social adjustments. The impact of this absence of verse is not only limited to individuals, but also contributes to larger problems in society. The low motivation to learn faced by orphans can result in a less educated generation, which is very likely to end up in a decline in the quality of human resources in the future(East et al., 2006b). Therefore, understanding the influence of fathers on children's learning motivation is becoming increasingly important in the context of education, especially for policymakers tasked with building an environment that supports children's education and family resilience.

In the world of literature, various works underline the importance of a father's role in children's development, including learning motivation. One of the most iconic examples is the novel *To Kill a Mockingbird* by Harper Lee. In this novel, the character of Atticus Finch is not only considered a father figure who sets a moral example, but also serves as a catalyst for his children, Scout and Jem, to think critically and learn from their life experiences. Research shows that the involvement of verses such as the one Atticus displays contributes positively to children's cognitive and social development(Cowan et al., 2009). This is in line with research showing that emotionally engaged fathers can improve children's motivation and academic abilities(Adamsons & Johnson, 2013). Research shows that children from families supported by an involved father typically show better levels of adaptation, even in difficult situations(Cowan et al., 2009). In other words, the positive influence of a father can serve as a driving force in children's motivation to learn, helping them to overcome challenges in life(Genesoni & Tallandini, 2009). These literary works reflect that literature is not only a tool for reflection on social reality, but also provides deep insight into the importance of father-son relationships. This is in line with the results of research that confirms that the absence of a father figure

in the family can have an impact on low learning motivation and academic achievement of children(Augustine et al., 2009). This is in line with findings that children who experience fatherlessness tend to be more prone to emotional and social problems, which in turn negatively impact their academic performance(Jensen et al., 1989). Therefore, the dynamics depicted in literature, both in positive and negative contexts, are very relevant for people who are trying to understand the impact of the important role of a father on his children, especially in terms of education and character development.

In the perspective of the philosophy of family education, the phenomenon of orphans can be explained using various educational theories that emphasize the important role of the family in the formation of children's character and learning motivation. John Dewey, a prominent philosopher of education, stated that the family is the first institution that shapes the character of a child. When the father figure is absent, the educational balance in the family is disturbed, leading to negative consequences for the child's development(East et al., 2006b). Research shows that the absence of a father figure can cause children to experience a decline in learning motivation and ultimately, academic achievement(Ashari, 2018). Abraham Maslow's theory of the hierarchy of needs provides additional context regarding the impact of the absence of a father on intrinsic motivation. Maslow argued that a sense of security and affection, which is often associated with the presence of a father figure, is the foundation for the development of intrinsic motivation and learning. When this support is lost, children may have difficulty in achieving the level of motivation necessary to learn effectively(Ashari, 2018). Carl Rogers, as a key figure in the humanistic approach, emphasized the importance of positive interpersonal relationships in education. Relationships built with emotional support can greatly influence the way children perceive themselves and their environment(Bell, 2021). When the father figure is not there, this sense of connection and support can be lost, so children tend to lose direction and motivation to learn. This is in line with research that shows that the absence of a father figure can negatively impact children's mental and emotional health (Braver et al., 2016). In the context of literature, works such as To Kill a Mockingbird and The Road illustrate how important the role of fathers is in shaping children's attitudes and motivations towards education and life. The literature suggests that the influence of the father figure is not only tied to direct interaction, but can also play a role in building the foundation for strong character and high learning motivation(McLanahan et al., 2013).

Research on the impact of the father's phenomenon on children's learning motivation from the perspective of family education philosophy can be supported by various relevant references. First, a study by Ellis et al. shows that the absence of a father figure can put girls at particular risk of experiencing early sexual activity and teenage pregnancy, as a result of the absence of the father in the family context(Markowitz & Ryan, 2016). These findings reflect that the absence of a father can affect not only the psychological aspects of children, but also their learning motivations and decisions in their lives. The formulation of the problem raised in this study focuses on the impact of the orphan phenomenon on children's learning motivation from the perspective of family education philosophy. First, it is necessary to explain the social factors that cause the absence of a father figure in the family and how this affects children's learning motivation. The absence of a father can be caused by a variety of factors, such as divorce, labor migration, and oppression, which have the potential to disrupt family dynamics and reduce the support a child needs to learn well. Second, the psychological and emotional impact of fatherlessness needs to be considered, especially on children's academic achievement and their involvement in the learning process. Children from families that

do not have a father figure often have problems managing emotions and adapting in social environments, which can negatively impact their academic performance. Third, it is important to explore the actions that families and educational institutions can take to support children from families without a father figure. The aim of this study is to provide a comprehensive understanding of the impact of fathers on children's learning motivation and to formulate effective strategies to help these children to reach their full potential, even in challenging situations. Thus, the results of the research are expected to be a reference for educators, policy makers, and the community in creating an educational environment that is more supportive and responsive to the needs of children from orphan families.

METHODS

This study uses a qualitative approach with a descriptive-analytical method to examine the impact of the fatherless phenomenon on children's learning motivation from the perspective of family education philosophy. The qualitative approach was chosen because this study aims to understand the phenomenon in depth through the interpretation of data that is narrative, conceptual, and reflective. Primary data was obtained through in-depth interviews with children from families without fathers, single mothers, teachers, and community leaders who interacted directly with the research subjects. In addition, participatory observation was carried out to observe the dynamics of social interaction and children's behavior patterns in the school and community environment. Secondary data was collected through a literature review that included scientific journals, reference books, research reports, as well as literary works relevant to the research topic. Data analysis was carried out through thematic analysis techniques, where data was grouped based on main themes such as factors causing fatherlessness, psychological and emotional impacts on children, and adaptation strategies that can be carried out by families and educational institutions. The theoretical framework of this research is based on the philosophical theories of family education by John Dewey, Abraham Maslow, and Carl Rogers, which emphasize the importance of the family environment in shaping children's intrinsic motivations and character. The validity of the data is strengthened through triangulation of sources, methods, and theories to ensure the reliability of research results. The research also integrates literary perspectives, such as the novel To Kill a Mockingbird, to provide insight into the role of father figures in shaping children's learning motivation. With this approach, this research is expected to produce a holistic understanding of the impact of fatherlessness and provide practical recommendations for families, schools, and communities in supporting the development of fatherless children.

RESULT AND DISCUSSION

The Concept of Fatherless in the Family Context

The family is the first environment where children receive education, which plays an important role in improving the quality of a child in a nation. In the family, noble values are instilled from an early age, forming character and habits that will be attached to children in the future. Therefore, the quality of a generation in a country is highly dependent on the education provided in the family. According to Thomas Lickona, who quotes Paul Barton and Richard Barton Coley, the family is the main place in the learning process. A child's academic success is greatly influenced by the presence and active role of parents in daily life. Children who grow up in a family environment full of attention, guidance, and supervision tend to have better intellectual and emotional resilience. The role of the family in shaping the character of children cannot be ignored. The family is

the main foundation in intellectual and moral development. If parents are able to guide children well and apply positive values in daily life, then it is likely that children will grow up with strong character. On the other hand, if parents are too busy or not paying enough attention, children can have difficulty building good character. Meanwhile, Abdullah explained that family education includes all forms of efforts made by parents through habits and improvisational approaches in order to support the formation of children's personalities. Another view comes from an-Nahlawi and Hasan Langgulung, who say that family education is the role of fathers and mothers as the responsible parties in instilling moral values, noble morals, setting a good example, and guiding children according to their natural nature(Lismayanti et al., 2023).

The term fatherless refers to the condition of the absence of a father figure in a child's life, both physically and emotionally. This absence can be caused by a variety of factors, such as divorce, death, domestic separation, or even emotional absence even though the father is physically still present. According to McLanahan et al. (2013), fatherlessness not only refers to the absence of a father as a biological figure, but also includes the lack of a father's role in providing emotional support, education, and guidance to children. In the context of developmental psychology, the father figure plays an important role as a role model that helps children understand values, social norms, and responsibilities. The absence of fathers can lead to gaps in the formation of children's identities, especially in boys who tend to look for role models to understand their gender roles (Markowitz & Ryan, 2016). The absence of fathers can lead to gaps in a child's identity, especially in boys who need role models to understand their gender roles. Blankenhorn (1995) highlights that fatherlessness is not only an individual problem, but also a broader social challenge, reflecting the increasing phenomenon of divorce and single mother-led families (Ashari, 2018). Research by Farooqi and Khan (2021) shows that children who lose their fathers due to death or divorce often experience significant emotional impacts, which affect their development in various aspects, including self-esteem and social abilities (East et al., 2006). In a psychological context, fatherlessness often leads to difficulties in building healthy relationships and can result in behavioral problems as well as low academic motivation. Therefore, a holistic understanding of the concept of fatherlessness and its impact, as well as appropriate interventions from families, schools, and communities, are essential to help children overcome the challenges that arise due to fatherless absence.

In context fatherless, family education becomes more important because children who grow up without a father figure often experience challenges in terms of learning motivation. The absence of a father figure can lead to a lack of discipline, reduced academic motivation, and weak self-control. Therefore, educational institutions such as schools, mosques, and Islamic boarding schools need to synergize with families to overcome negative impacts fatherless to the development of children. Strong family education can be the main fortress in forming children with character and high learning motivation despite experiencing limitations in family harmony(Ningtyas et al., 2023). In Sinca's (2022) study, it was found that adult individuals who experience parental divorce often lose communication with the father figure, resulting in the loss of a father figure and role model in their lives. The lack of maximum interaction between the child and the father indicates a gap in this relationship, which certainly affects the child's psychological and development, especially in terms of the development of learning motivation and character. Issues fatherless It is not only a matter of the father's physical absence, but it also includes social, economic, and cultural issues. Role inequality in the family, gender stereotypes, and role gaps between fathers and mothers are frequent problems (Damayanti et al., 2023). In addition, economic factors often force fathers to focus on

earning a living, which reduces quality time with the family. Therefore, it is important for fathers to be involved in family life, both emotionally, financially, and relationally, in order to create an environment that supports the growth of children in a balanced and healthy manner.

According to Thursan Hakim (2000:26), motivation can be understood as a will drive that encourages individuals to perform an action to achieve a certain desired goal. Meanwhile, Sudarwan Danim explained that motivation includes various psychological aspects such as drive, internal strength, needs, enthusiasm, pressure, and mental mechanisms that trigger individuals or groups to achieve an achievement in accordance with predetermined goals. Based on the definition of motivation that has been explained, learning motivation can be interpreted as something that triggers the emergence of encouragement or passion in a person to be involved in learning activities. In other words, learning motivation functions as a motivator in the learning process (Jainiyah et al., 2023). In overcoming the impact of fatherlessness, strengthening children's learning motivation can be done with an approach rooted in family philosophy values. Research shows that children who grow up in an environment rich in values such as love, responsibility, and hard work can more easily build positive learning motivation. The role of parents, especially mothers, in providing emotional support and educating children about the importance of education is very important, especially in less than ideal family conditions (Markowitz & Ryan, 2016). Giving children the opportunity to engage in family discussions about values and life goals can also help them understand the importance of the learning process in a broader context (Ashari, 2018). In addition, a study by Putra and Rahmi (2022) emphasizes that families that are active and involved in children's education can create an environment conducive to increased motivation to learn, with children feeling supported and valued (East et al., 2006).

Learning motivation is an internal drive that allows individuals to be actively involved in the learning process in order to achieve certain goals. In a fatherless condition, where children lose the father figure as one of the sources of motivation and emotional support, strengthening learning motivation is a challenge in itself. However, with an approach based on family philosophy values, such as love, responsibility, hard work, and mutual respect, fatherless children can remain motivated to learn despite difficulties. According to Thursan Hakim (2000), learning motivation is not only influenced by external factors, but also by mental mechanisms and internal drives that can be built through a supportive environment. Therefore, the role of family, school, and community is crucial in helping fatherless children develop positive learning motivation. In the context of fatherlessness, strengthening learning motivation not only relies on emotional support from the nuclear family, but also involves the role of the community and the school as external supports. According to East et al. (2006), an inclusive and supportive social environment can help fatherless children feel more motivated to learn because they feel valued and accepted by those around them. Schools, for example, can act as a substitute for the father figure through teachers or counselors who provide guidance and encouragement consistently. Teachers can be good listeners to fatherless children, helping them overcome emotional challenges that may affect their motivation to learn. In addition, schools can also organize collaborative learning programs that engage students in teamwork, so that fatherless children feel more connected to their peers. This is important because a sense of isolation is often one of the main factors that lower motivation to learn. Collaboration between families, schools, and communities is key in creating a holistic support network that can help fatherless children maintain motivation to learn despite challenges.

In addition to external support, strengthening internal values also has a significant

role in motivating fatherless children to learn. Values such as discipline, perseverance, and responsibility can be instilled through the habituation process and real examples from family members or the surrounding environment. For example, mothers can show a disciplined attitude by maintaining a structured daily routine, such as study time, rest, and other activities. Children will tend to imitate these behaviors and internalize these values into daily life. In addition, Ashari (2018) emphasized that discussions about life goals and the meaning of education can help fatherless children understand the relevance of learning in a broader context. Through open dialogue, children can be invited to visualize their future and how education can be a bridge to achieving these dreams. It is also important to introduce the child to inspiring stories about individuals who have successfully overcome similar difficulties, such as the loss of a father figure, but remain successful thanks to perseverance and a strong motivation to learn. These stories can be a source of inspiration and strengthen a child's belief that they too are capable of facing challenges. The role of mothers in fatherless families is central in building children's motivation to learn. Mothers not only act as providers of basic needs, but also as a source of emotional support that is able to provide a sense of security and confidence to the child. Markowitz & Ryan (2016) affirm that emotional support from parents, especially mothers, can help children feel valued and supported, so that they are more motivated to learn. Mothers can reward their children's efforts, either through verbal praise or small actions such as giving gifts or quality time together. Thus, fatherless children can feel more motivated to learn because they understand the meaning and benefits of Education, and achieve success in the future.

The Relationship of Fatherlessness with Decreased Children's Learning Motivation

The phenomenon of the absence of a father figure has a significant impact on the decline of children's motivation to learn, which can be seen from various studies. The absence of a father figure not only affects the psychological aspects of the child, but also correlates with lower academic performance. Research by Culpin et al. shows that children who grow up without a father figure are more prone to symptoms of depression and other mental health problems, which in turn can affect their ability to excel in school (Markowitz & Ryan, 2016). These psychological impacts often appear as difficulties in controlling emotions and decreased self-confidence, which is crucial for an effective learning process (East et al., 2006; Uslu & Demiriz, 2022). From a psychopedagogical perspective, a child's learning motivation is strongly influenced by the emotional support received from parents, and the absence of a father can reduce the quality of this support. Timpe and Lunkenheimer state that children from emotionally disengaged families tend to engage in risky and underachieving behaviors in academic environments (Ashari, 2018). Other research suggests that fathers' involvement in parenting serves as a buffer that protects children from academic failure by providing guidance and motivation, although more precise references to these claims are not found in reference lists (Cella et al., 2020). Thus, understanding the relationship between the absence of a father figure and children's learning motivation requires us to take appropriate steps to support child development, both through family-based interventions and inclusive school programs (East et al., 2006; Uslu & Demiriz, 2022).

The absence of a father figure in a child's life can have a significant impact on the dynamics of children's social relationships, both in the context of family and school. Children who grow up without a father often have difficulty forming healthy interactions with peers, where they can exhibit more introverted or even aggressive behaviors(Diadara & Utama, 2025). This secrecy is often caused by a lack of confidence and an inability to build harmonious relationships. Research by Nurmalasari et al. (2024) shows that the loss

of a father figure can reduce children's ability to make decisions and resolve conflicts, skills that are usually honed through interactions with their fathers. Fathers are often role models in terms of leadership, responsibility, and problem-solving, so their absence can leave children missing out on important guidance in their development. These unfavorable social conditions, in turn, often negatively impact a child's motivation to learn. When children's social environment is felt unsafe or uncomfortable, their involvement in academic activities will also be significantly reduced (Nurmalasari et al., 2024). Children who feel emotionally or socially unsupported tend to lose interest in learning, which ultimately affects their academic achievement. In the context of education, schools play an important role in creating programs that can increase children's social engagement, such as group activities, mentoring, or interactive discussions. These programs aim to provide emotional support and overcome the lack of support that arises due to the absence of a father figure at home. Additionally, it is important for schools to work closely with families and communities to provide an environment that supports children's social and emotional development holistically. With a collaborative approach, children can feel more accepted, motivated, and prepared to face life's challenges with stronger self-confidence.

Economic Impact of the Absence of a Father Figure From an economic point of view, the absence of a father figure is often associated with more vulnerable and challenging economic conditions. In many cases, fathers are the main breadwinners in the family, so their absence can cause the child to lose access to important educational resources, such as textbooks, additional courses, or other learning facilities(Widiya & Astuti, 2025). These difficult economic conditions often force single mothers or caregivers to work harder, so the time available to accompany children in the learning process is very limited. Research by Nurmalasari et al. (2024) emphasizes that children who do not have a father figure tend to lose out in terms of academic achievement, with the possibility of having lower test scores, minimal attendance rates in school, and weak motivation to learn. This lack of resources not only limits learning opportunities, but can also lower children's expectations for their future, which is crucial in maintaining their academic motivation (Soedarmo, 2024). To address this problem, interventions such as scholarships, education subsidies, or economic empowerment programs for single families can be an effective solution (Montezuma & Lentari, 2020). A holistic approach that combines psychological, social, and economic aspects is indispensable to support the optimal development of children. Therefore, collaboration between the government, society, and educational institutions is key in creating a comprehensive support system for children who grow up without a father figure. With the right support, these children can overcome economic barriers and reach their full potential in life.

Preventive and Intervention Measures To meet the specific needs of children growing up without a father figure, appropriate preventive measures and interventions must be carefully planned and structured. Counseling programs in schools can supply emotional support that is very important for these children(Istikomah et al., 2022). Research shows that school counselors have the ability to assist children in identifying and coping with the emotional challenges they face, such as low self-esteem, loneliness, or even social anxiety. In addition, counseling also plays an important role in strengthening their confidence, so that children can be more optimistic in dealing with various life situations (Esterilita & Utami, 2024). On the other hand, mentoring programs that involve other adult figures, such as teachers, community volunteers, or even community leaders, can fill the void left by the absence of a father. These figures not only provide academic guidance, but also the emotional support that children need to develop healthily (Khasanah & Fauziah, 2020). Cella et al. (2020) emphasize the importance of

active involvement of parents or alternative caregivers in children's education. The collective involvement of various parties—families, schools, and communities—can create an environment that supports children's development holistically. With this collaboration, children who grow up without a father figure can overcome various challenges that exist, both in academic and social-emotional aspects. This kind of collaborative approach is vital in equipping children with the skills they need to succeed, both academically and emotionally. Through these programs, children can learn to manage their emotions, build healthy relationships with peers, and plan for the future with strong conviction and motivation (Novela, 2019).

Furthermore, technological advances and educational innovations can also be used to help children who grow up without a father figure. Digital platforms, such as interactive learning apps and online courses, provide children with wider access to knowledge and support (Izzan & Kusaeri, 2022). This technology not only helps overcome geographical or economic barriers, but also provides opportunities for children to learn independently at their own pace. Cella et al. (2020) emphasized that technology is able to reduce educational gaps that arise due to social or economic factors, as well as support children in staying connected to inspirational adult figures (Kusramadhanty, 2019). For example, virtual mentoring programs can connect children with professional mentors who can provide career guidance and life motivation. By ensuring that children from single-family backgrounds have equal access to technology, schools and educational institutions can integrate technology in their educational strategies to magnify opportunities for children who grow up without a father figure to develop academically and personally (Adawiyah et al., 2022). In addition, positive social media platforms can also be used to build supportive online communities, where children can share experiences with each other and gain encouragement from peers. Social media, if used wisely, can be a place for children to express themselves, gain recognition, and feel part of a community. This is especially important for children who grow up without a father figure, as they often feel isolated or lack confidence. Through online discussion groups or educational forums, children can find friends with similar experiences, so they don't feel alone in facing life's challenges. In addition, educational content available on social media, such as motivational videos, success stories, or self-development tips, can provide inspiration for children to continue to strive and excel even if they grow up in less-than-ideal conditions.

Technology can also be leveraged to provide online counseling services that are easily accessible to children who need emotional support. Many children who grow up without a father figure experience stress, anxiety, or even depression due to their inability to cope with the emotional challenges that arise from the absence of a father. Online counseling services can be a practical solution to help these children cope with their psychological problems. For example, online counseling apps can connect children with professional psychologists or counselors who can provide guidance on a regular basis. With this service, children do not need to feel embarrassed or afraid to seek help, as they can communicate with a counselor from home without having to face social stigma. In addition, this service can be adjusted to the child's schedule, so they can still focus on other activities such as school or extracurricular activities. The utilization of technology can also be expanded through the use of time management and productivity applications. Apps like these can help children manage their tasks better, so they can maintain a balance between education, social life, and other responsibilities. For example, a time management app can help children create a structured daily schedule, ranging from study time, breaks, to recreational activities. On the other hand, technology can also be used to increase the involvement of single parents in the child's educational process.

Communication platforms between schools and parents, such as instant messaging apps or student information portals, can help single mothers or other caregivers stay connected to a child's development at school. This is especially important, as the active involvement of parents in children's education has been shown to improve children's academic achievement and emotional well-being.

With this platform, single parents can easily monitor their children's grades, attend school meetings virtually, or communicate with teachers to discuss their child's progress. Thus, technology not only helps children, but also empowers single parents to be more involved in children's education. However, it is important to note that the utilization of technology must be done carefully and under proper supervision. Excessive use of technology can have negative impacts, such as gadget addiction, lack of direct social interaction, or even exposure to negative content that is not age-appropriate. Therefore, schools and parents need to work together to ensure that children use technology wisely and responsibly. For example, schools can provide training to children on digital literacy, which is the ability to use technology effectively and safely. Meanwhile, parents can limit the time they spend using gadgets and ensure that the content accessed by children is educational and useful. With a combination of community support, single mother empowerment, and the use of technology, children who grow up without a father figure can face the future with stronger self-confidence and better preparation. Technology is not only a tool to overcome educational gaps, but it is also a means to strengthen social relationships, support mental health, and build children's independence. With a holistic and sustainable approach, these children can grow up to be resilient, confident, and ready to face the challenges of the modern world. Therefore, it is important for all parties families, schools, communities, and governments to jointly harness the potential of technology for a brighter future for children.

A Study of Family Philosophy on the Fatherless Phenomenon

A review of the philosophy of family education, particularly through the lens of humanism, existentialism, and progressivism, reflects different but complementary approaches to understanding the role of education in the context of the family. Humanism emphasizes that every individual has the potential to develop and contribute positively to society. In this context, family education serves as a foundation for the development of children's character, morals, and creativity. Mariani et al. Markowitz & Ryan (2016) note that humanism-based education provides space for children to learn freely and independently, so that they can find their identity and purpose in life. On the other hand, existentialism emphasizes the importance of individual experience and freedom in learning. In this perspective, education is considered a process of self-discovery, in which parents must play the role of facilitators who help children explore their personal values and identities. However, references supporting this claim are not yet available in the existing list. Progressivism, developed by figures such as John Dewey, focuses on experiential learning. Sovieti et al. Uslu & Demiriz (2022) argue that education should be relevant to children's needs and interests, encouraging active involvement in the learning process. In the family context, the progressivist approach can inspire parents to engage in contextual and community-based educational activities, so that children can learn through social interaction and hands-on experience. By integrating these three philosophies, education in the family is not only an effort to meet the academic needs of children, but also upholds the development of character and social skills that are essential in the face of future challenges.

The philosophy of education, especially humanistic and progressivism, views that learning motivation grows from within children who feel valued, heard, and have a

purpose. A family environment that is supportive, loving, and provides a healthy space for social interaction plays a role in shaping children's attitudes and enthusiasm for learning. Term fatherless country refers to social conditions where the role of fathers in childcare tends to be minimal, both in terms of physical presence and emotional involvement. This phenomenon cannot be separated from the socio-cultural construction in Indonesia which still views that the father's main responsibility is as a breadwinner, while the role of the mother is more focused on childcare. In fact, the role of the father has a significant influence on the growth and development process of children, especially during the golden age (0–5 years). Based on information from psyline.id, this period is a crucial period in optimizing the potential of children's development, both physically, emotionally, and cognitively. Therefore, the active involvement of both parents, both father and mother, is necessary so that children gain early experiences that form the basis of their personality in the future. Phenomenon fatherless can be triggered by a variety of factors. First, it comes from the father's personal character, for example being indifferent, not caring, or having the mindset that his main task is only to work, while parenting children is entirely the responsibility of the mother. Second, biological factors also play a role, where in general men tend to use logic, while women rely more on feelings. This difference makes it difficult for some fathers to express affection warmly and gently, as mothers usually do. As a result, the child can feel less emotionally close to the father. Third, the existence of wrong decisions in the household, such as divorce, can also be the cause of the appearance of fatherless. In this situation, the child is often the one who feels the most negative impact of his parents' separation(Nurhawa et al., 2023).

The relationship between fatherlessness and decreased children's motivation to learn has become an important focus in psychology and educational research. The absence of a father figure, whether due to divorce, death, or other reasons, can have a significant impact on a child's emotional and academic development. A study by McLanahan et al. (2013) showed that children from fatherless families are more prone to difficulties in emotional regulation and self-control, as well as tend to have low self-esteem, all of which contribute to decreased motivation to learn (Markowitz & Ryan, 2016). According to Amato (2014), children without a father figure get lower academic scores than their peers who have both parents, indicating that the absence of guidance from a father figure can negatively impact their involvement in the learning process (Ashari, 2018). The psychopedagogic perspective highlights the importance of social interaction with authority figures, such as parents, to support children's cognitive development. According to Vygotsky's theory, the father figure can serve as a role model that helps children create intrinsic identity and motivation (East et al., 2006). In addition, other psychological impacts such as anxiety and social isolation often come to children who experience fatherlessness, affecting their level of activity in academic activities. Case studies in schools show that children from these backgrounds often require specialized interventions, such as mentoring and counseling programs, to help them cope with the emotional and academic challenges they face. Support from the school environment and family-based approaches can help mitigate the negative impacts they cause, giving them the opportunity to reach their full potential in learning and personal development (Uslu & Demiriz, 2022).

The absence of the father, both physically and emotionally, has significant implications for the formation of the child's values and character. The father, as one of the authority figures in the family, plays an important role in instilling moral values such as responsibility, discipline, and integrity. When the father is absent, the child may lose the role model that supports positive character development. Research by Popenoe (1996) shows that the absence of a father is often related to the low development of values such

as courage and perseverance, which leads to the child's difficulty in understanding behavioral boundaries and social norms (Markowitz & Ryan, 2016). This has implications for their interaction in the school environment and society, resulting in potential conflicts and misunderstandings. From a psychological perspective, the absence of the father greatly influences the formation of a child's identity; in particular, boys who usually look for role models to understand their gender roles can face serious identity confusion without the presence of their fathers (Ashari, 2018). According to Erikson's theory of identity, a strong relationship with parents, including fathers, is essential in the developmental stage of adolescence (East et al., 2006). In addition, Amato and Rivera (1999) found that children who do not have a father figure are more at risk of engaging in antisocial behavior and exhibiting weak character formation (Uslu & Demiriz, 2022). Research by Blankenhorn (1995) also highlights the impact of paternal absence on children's spiritual and ethical values, which are often overlooked in the context of absent fathers. These findings confirm the need for active intervention from the family and school environment to help children build strong character, even if they grow up in fatherless situations (Dearden et al., 2011).

The absence of a father figure has a significant impact on the way children view the world as well as navigate life's challenges. Without the presence of a father figure as a role model, children often have difficulty understanding the concepts of responsibility and discipline, which are very important in dealing with difficult daily situations (Nurmalasari et al., 2024). Research shows that children who do not have a father figure tend to be less prepared for external pressures, such as academic demands and complex social interactions, which can be reflected in their low ability to manage stress and make wise decisions (Nurlatifah et al., 2020). In the context of education, children without a father figure often show impulsive behavior and lack of focus, which negatively affects their academic performance. Research conducted by Nurmalasari et al. (2024) noted that this condition can also inhibit the development of their sense of responsibility towards themselves and others, which is crucial for future success. In addition, the absence of a father figure can cause children to feel less confident in facing challenges, so they are more likely to give up when facing obstacles. Therefore, it is important for the surrounding environment, such as families, schools, and communities, to provide additional support to help these children develop emotional management and decision-making skills. With the right approach, children can learn to better cope with life's challenges, so they can grow into resilient and independent individuals. For example, leadership training programs or extracurricular activities that involve teamwork can help children hone their social and emotional skills. Thus, collaboration between various parties is key to ensuring that children who grow up without a father figure remain a strong foundation in facing life.

The Influence of the Absence of a Father Figure on Spiritual and Ethical Values Furthermore, the absence of a father figure can affect the development of children's spiritual and ethical values. The father figure often plays a role as a guide in the introduction of moral values, especially in the context of a religious family. Without such guidance, children may experience a void in the formation of spiritual identity, which can affect the way they assess the meaning of life and relationships with others (Parmanti & Purnamasari, 2015). Research shows that children without spiritual guidance from a father figure are more susceptible to a materialistic outlook on life (Nurlatifah et al., 2020). In addition, Uslu and Demiriz (2022) highlight that children in fatherless conditions often seek validation from external sources that are not always positive, such as peers or social media (Tukan, 2024). This can cause them to get stuck in a shallow or even misguided mindset. In the face of these challenges, the role of schools and

communities has become essential to fill the void through character education programs that include aspects of spirituality, with an emphasis on universal values such as empathy, justice, and responsibility. These programs can help children build a strong moral foundation, so that they can face life with clear and meaningful principles. For example, group discussions or religious lectures can be an effective means of helping children understand spiritual values more deeply. With the right support, children can develop a more positive outlook on life and are oriented towards noble values, which will help them live lives with confidence and integrity.

Interventions for Children Without a Father Figure To address the negative impact of father's absence, interventions should be designed by involving other adult figures, such as uncles, grandfathers, or mentors, who can provide guidance for the child(Rismawati et al., 2024). Research by Rismala et al. (2021) shows that the active involvement of today's figures is very important in helping children understand social norms and moral values. Mentoring programs in schools can also offer additional support for fatherless children, which creates conditions that support identity exploration and character development, as well as provide life skills training to increase their confidence in facing life's challenges(Arsad et al., 2017). In addition, technology can be leveraged to provide a virtual platform that connects children with professional mentors or inspirational figures who can provide guidance online. With a comprehensive approach that involves various parties, children who grow up without a father figure can be empowered to develop strong character and positive values, so as to reach their full potential in various aspects of life(Nurhawa et al., 2023). Through collaboration between families, schools, communities, and technology, children can feel more supported and motivated to live lives with stronger self-confidence. For example, parenting programs for single mothers can help them understand how to support children holistically, while social organizations can provide access to educational resources and psychological support. With these measures, children who grow up without a father figure can be given an equal opportunity to develop optimally.

Family Education Strategies in Overcoming the Impact of Fatherlessness

The absence of a father figure in the context of a fatherless family demands an educational approach rooted in the values of family philosophy, which is essential to address the negative impact it has on child development. An educational approach in this regard includes efforts to instill values such as love, responsibility, and hard work in children. Aristotle emphasized that moral values instilled from an early age will shape children's actions and decisions in the future. In addition, family philosophy also emphasizes the importance of dialogue and reflection in the educational process. Parents, especially mothers, can use discussion moments to help children reflect on their learning goals and relate them to family values. Noddings (2003) noted that a pedagogical approach based on the ethics of compassion can increase children's motivation to learn, as they feel emotionally supported and heard by their families (Ashari, 2018). In addition, inviting children to participate in discussions related to educational values will help them relate learning to everyday life (East et al., 2006). Activist involvement in community activities that reflect these values, such as social projects and scouting groups, also provides a real experience for children in implementing family values. With this combination of educational and affective approaches, as well as support from surrogate figures or the surrounding environment, the negative impact of fatherlessness can be minimized, and children can grow up to be individuals with character and motivated to learn even in fatherless conditions. This approach can also be strengthened by involving children in activities that reflect family values, such as social projects or community

activities. Through this real-life experience, children not only learn about values but also feel the positive impact of their application. Thus, children's motivation to learn can be strengthened through the internalization of deep and meaningful family philosophy values.

An educational approach rooted in family philosophy values is very important in shaping the character of children who grow up in fatherless conditions. One of the main values that must be instilled is responsibility, which is often a challenge for children without a father figure. According to Aristotle, morality that is taught from an early age will be internalized into a part of children's personalities, so that they are able to make responsible decisions in the future (Ashari, 2018). In addition, the value of love and affection must also be the foundation in the child's education process. Noddings (2003) emphasizes that the ethics of compassion can create a supportive learning environment, where children feel valued and heard by the family. In the context of a fatherless family, a single mother or other caregiver can play this role by creating an open dialogue space, where the child can share his thoughts and feelings without fear of being judged. This kind of dialogue not only strengthens the emotional connection between the child and the caregiver, but also helps the child understand the importance of values such as hard work, empathy, and integrity. For example, through discussions about life goals and the meaning of education, children can begin to associate academic learning with broader family values. In this way, children do not only see education as an obligation, but as a tool to realize the values they believe in. In addition, caregivers can also use inspirational stories or real-life examples from everyday life to help children understand moral values more deeply. For example, a story about someone who successfully overcame adversity through hard work and perseverance can be a motivation for children to imitate the attitude. With this approach, fatherless children can grow up to be individuals who have strong character and high self-confidence.

Community activities that reflect family values can also be an effective means of helping fatherless children develop character and motivation to learn. Activities such as social projects, scouting groups, or volunteer activities provide a real experience for children to implement values such as cooperation, responsibility, and empathy. East et al. (2006) show that active participation in community activities can help children feel the positive impact of the values they learn at home, making them more meaningful. For example, when children engage in social projects to help others, they learn about the importance of contributing to society and valuing the lives of others. This experience not only strengthens the child's moral values, but also boosts their confidence because they feel like they are part of something bigger. In addition, community activities also provide opportunities for children to interact with inspirational adult figures, such as mentors or community leaders, who can replace the role of the father figure in providing guidance and support. Fatherless children often feel disconnected due to a lack of positive role models, and community activities can fill this gap by providing them with role models. Thus, through a combination of an educational approach at home and practical experiences in the community, fatherless children can grow up to be individuals with strong character and motivated to learn. In addition, community activities can also help children develop social skills, such as effective communication, team collaboration, and problem-solving skills, which are critical to their future success. For example, through activities such as social service or group work, children can learn how to work together with others to achieve a common goal. It also helps them build a supportive social network, which can be a source of motivation and inspiration in their daily lives.

In this digital era, technology can also be used to support the internalization of family philosophy values in fatherless children. Digital platforms such as interactive

learning apps, online discussion forums, or educational videos can be effective tools to help children understand and apply values such as responsibility, hard work, and empathy. For example, learning apps designed with a storytelling approach can help children understand moral values through inspirational stories that are relevant to their lives. In addition, social media that is used wisely can be a forum for children to share experiences and get support from peers who have similar values. It is important to note that the use of technology must be carried out with proper supervision so that children are not exposed to negative content or addiction to gadgets. Parents or caregivers can limit the time they spend using technology and ensure that the content accessed by the child is educational and useful. With this approach, technology becomes not only a tool for academic learning, but also a means to strengthen family values. In addition, technology can be used to provide access to virtual mentors or online discussion platforms, where children can interact with inspirational figures who can provide life guidance. With a combination of traditional and modern approaches, fatherless children can grow up to be resilient, ethical, and ready to face life's challenges. Technology can also help fatherless children overcome geographical or economic barriers, so they have an equal opportunity to develop academically and personally. For example, free online courses or time management apps can help children learn independently without being limited by location or family economic conditions. In this way, technology becomes a tool that supports fatherless children to grow into independent and accomplished individuals.

An educational approach rooted in family philosophy values is very important in shaping the character of children who grow up in fatherless conditions. One of the main values that must be instilled is responsibility, which is often a challenge for children without a father figure. According to Aristotle, morality that is taught from an early age will be internalized into a part of children's personalities, so that they are able to make responsible decisions in the future (Ashari, 2018). In addition, the value of love and affection must also be the foundation in the child's education process. Noddings (2003) emphasizes that the ethics of compassion can create a supportive learning environment, where children feel valued and heard by the family. In the context of a fatherless family, a single mother or other caregiver can play this role by creating an open dialogue space, where the child can share his thoughts and feelings without fear of being judged. This kind of dialogue not only strengthens the emotional connection between the child and the caregiver, but also helps the child understand the importance of values such as hard work, empathy, and integrity. For example, through discussions about life goals and the meaning of education, children can begin to associate academic learning with broader family values. In this way, children do not only see education as an obligation, but as a tool to realize the values they believe in. In addition, caregivers can also use inspirational stories or real-life examples from everyday life to help children understand moral values more deeply. For example, a story about someone who successfully overcame adversity through hard work and perseverance can be a motivation for children to imitate the attitude. With this approach, fatherless children can grow up to be individuals who have strong character and high self-confidence. It is also important to involve children in family activities that reflect these values, such as social projects or devotional activities, so that they can feel the positive impact of applying those values in real life(Asiva Noor Rachmayani, 2015)**.**

Community activities that reflect family values can also be an effective means of helping fatherless children develop character and motivation to learn. Activities such as social projects, scouting groups, or volunteer activities provide a real experience for children to implement values such as cooperation, responsibility, and empathy(East et al., 2006b).show that active participation in community activities can help children feel the

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CONCLUSION

The phenomenon of fatherlessness is a complex social issue with significant implications for children's motivation to learn. The absence of a father figure, both physically and emotionally, can cause various psychological, social, and economic challenges that directly or indirectly affect children's enthusiasm and involvement in the learning process. Research shows that fatherless children are more prone to decreased learning motivation, difficulties in social adjustment, and economic challenges that limit their access to adequate educational resources. The perspective of family education philosophy highlights the fundamental role of the family as the foundation of character formation and intrinsic motivation of children. Imbalances in the family structure due to fatherlessness can interfere with the optimal educational process. However, strengthening family values such as love, responsibility, and perseverance, as well as consistent emotional support from mothers and the surrounding environment, has been proven to be able to be a buffer for fatherless children in building positive learning motivation. Targeted and collaborative interventions between families, schools, and communities are crucial in overcoming the negative impact of fatherlessness. Counseling, mentoring, the use of educational technology, and the economic empowerment of single families are important steps in creating a supportive and inclusive environment for fatherless children. With a deep understanding of the dynamics of fatherlessness and the implementation of the right strategy, it is hoped that children who grow up without a father figure can still develop their potential optimally and achieve success in the future.

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