

The Influence of Education Level Through the Role of Fathers on Children's Independence and Discipline in Delang District, Lamandau Regency

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*Pelisa Nagi Cintami, Ali Rachman, Nina Permata Sari^{abc} 

¹²³Universitas Lambung Mangkurat, Indonesia

Corresponding Author: pelisanagicintami99@gmail.com

ABSTRACT

This study aims to examine the direct and indirect effects of parents' educational level through the father's role on the development of independence and discipline in early childhood in Delang District, Lamandau Regency. The regression analysis results indicate that both educational level and the father's role significantly affect children's independence ($\beta = 0.484$; $\beta = 0.147$) and discipline ($\beta = 0.184$; $\beta = 0.137$), with p-values less than 0.05. The Sobel test also confirms significant indirect effects of parental education on independence ($Z = 2.85$) and discipline ($Z = 2.108$) through the father's involvement. These findings emphasize that higher parental education tends to encourage more active father involvement, which in turn plays a key role in shaping children's character, particularly in terms of independence and discipline. The study recommends promoting the educational role of fathers and supporting family-based education as essential foundations for positive early childhood development.

Keywords: *Father's Role, Independence and Discipline*

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INTRODUCTION

Character education is an effort to instill good habits so that it is reflected in a person's attitude and behavior. This is supported by Hidayat and Oktaviani (2023), who state that character education is higher than moral education because it aims to instill the habits of various good behaviors, so that children have the understanding and awareness to apply virtue in their lives, in other words, character education is the main step in forming an independent and disciplined generation. Sari et al (2020) Bringing up social-emotional development requires special attention from early childhood, because social experiences during this period are fundamental in shaping adult personality.

According to Wahyuningsih et al., (2019), independence as one of the goals of early childhood education does not appear just like that, but requires training and a long process. A conducive atmosphere must be created to help children develop their independence. This process is also strengthened by joint activities that help children instill social values and learn how to act independently in their social environment (Syaifudin, 2023).

Mutmainah et al. (2021), fostering an independent attitude must be combined with providing advice and understanding to help early childhood become independent, parents must give them a lot of time and patience. In addition to instilling the value of independence, according to montesori, it is also important to develop discipline in children. Discipline deals with a child's ability to obey rules, which includes values, norms, and discipline both at home and at school. Children who are obedient and obedient to the rules in various environments, such as home, school, or society, will be more adaptable and accepted by the people around them. Discipline can be instilled either coercibly or voluntarily. However, in early childhood, the most effective approach is through play activities that are done voluntarily. Montessori, in

Nasution (2020) According to Alaazi et al. (2020), the influence exerted by parents to help children face environmental demands is known as discipline. The goal of child discipline is to instill cultures, principles, and behaviors that are acceptable to families and others.

Good parents will teach their children to develop these disciplined behaviors. Education is the process by which we develop a child's mind and character gradually so that they can become self-controlled individuals and eventually be able to socialize and be accepted by society in the future. In the New World Dictionary, discipline is then defined as the practice of controlling oneself, traits, or situations efficiently. If a child is consistent discipline from an early age helps the child follow the rules and adjust to the environment (Nurhani, et al. 2020)

Independence and discipline are two important aspects that are interrelated in shaping children's character, as conveyed by Akbar (2019). Independence gives children the ability to complete daily tasks without assistance, while discipline helps children to obey existing rules and norms. The support of parents, especially fathers, plays an important role in helping children develop both aspects. Vygotsky (2019) states that the role of fathers is very important in shaping children's discipline. Fathers provide example, consistent teaching, and emotional support that allows children to learn discipline by imitating their parents' behavior.

There are two types of factors that can affect a child's independence and discipline. Factors from within include things that the child cannot control, such as the environment, social stimulation, parenting, affection, parental education, and parental employment status. Outside factors, on the other hand, include things that the child cannot control, such as the child's emotions and intellect. (Veriawan, 2023).

METHOD

This study uses quantitative descriptive research by focusing on the analysis of the influence on the level of education (X), the role of father (Z) related to the variables of Independence (Y1) and Early Childhood Discipline (Y2).

Respondents

The population in this study is parents in group B kindergarten schools in Delang District, Lamandau Regency. Sampling technique with purposive sampling. The population was 200 and the sample was 133 fathers in group B kindergarten in Delang District, Lamandau Regency.

Instruments

The instrument in this study uses a questionnaire on each variable. The variables of the father's role have sub-variables including *paternal engagement*, *paternal accessibility*, and *paternal responsiveness*. The variable of the level of education has a sub-variable of the level of education. The variables of children's independence have sub-variables of physical ability, confidence, responsibility, discipline, sociability, sharing, and controlling emotions. There are sub-variables of child discipline that include time, learning, and manners. This method will be tested to ensure its reliability and validity. Reliability and validity were tested using cronbach alpha and pearson r.

Data analysis

Data analysis techniques use statistical descriptive, multiple linear regression, and path analysis to test the research hypothesis. Before performing multiple linear tests, normality tests and linearity tests are carried out

FINDINGS AND DISCUSSION

The results, based on the data of the questionnaire on the level of education of parents, are as follows:

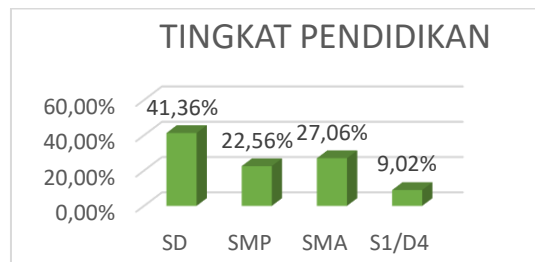


Figure 1. Characteristics of Respondents by Last Education

The results show that the level of education of parents in kindergartens in Delang District is different. The table and figure for the frequency distribution above show that there is a category of fathers with an elementary education level of 55 people with a percentage of 41.36%, a category of fathers with a minimum of 30 people with a percentage of 22.56%, and a category of fathers with a high school/high school education level of 36 people with a percentage of 22.56%.

Therefore, for the father's education level, the most graduates in the study were included in the category of SD/MI graduates, with a percentage of 41.36%, while graduates of S1/D3/S2/S3 Higher Education had the highest percentage, namely 12 people, with a percentage of 9.02%. It can be concluded that the highest level of father's education is found in the category of elementary/middle school graduates, which are included in the category of elementary school equivalent.

Tabel 1 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		133
Normal Parameters ^{a,b}	Mean	.0000000
	Hours of deviation	11.12904487
Most Extreme Differences	Absolute	.094
	Positive	.048
	Negative	-.094
Kolmogorov-Smirnov Z		1.094
Asymp. Sig. (2-tailed)		.020c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the normality assumption test, the entire model produces the statistical probability of the Kolmogorov Smirnov test with an alpha significant value greater than 0.05 or 5%, indicating that H0 is acceptable. That is, the residual in this model is distributed normally. In other words, normal beliefs are fulfilled.

Table 2 Structural 1

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Itself.
Regression	335.872	2	167.936	9.363	.000b
Residual	16013.271	130	23.179		
Total	16349.143	132			

a. Dependent Variable: Kemandirian

b. Predictors: (Constant), Father's Role, Education Level

The level of parental education and the role of the father together have a significant influence on the level of children's independence, according to the F value of 9.363 from the results of the regression analysis. This regression model is considered statistically significant, with a significance value of 0.000, which is below the threshold of 0.05. As shown by the squared number of 335,872 for regression and 16,013,271 for residual, the model can explain some of the independent variation

The Mean Square values, which are 167.936 for regression and 23.179 for residuals, are the result of dividing the Sum of Squares by the degree of freedom (df) and are used to derive

the value of F. The degree of freedom itself indicates the number of parameters involved in the analysis model, which contributes to the calculation of the accuracy of the model. These findings confirm that regression models are able to conclusively explain the relationships between variables

Table 3 structural 2

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Itself.
1	Regression	151.335	2	75.668	20.832	.000b
	Residual	3473.973	130	26.723		
	Total	3625.308	132			

a. Dependent Variable: Discipline

b. Predictors: (Constant), Father's Role, Education Level

Based on the results of the regression analysis, an F value of 20.832 shows that the regression model used is very good in explaining variations in children's discipline variables. A significance value of 0.000 which is below the limit of 0.05 indicates that the model as a whole is significant, meaning that the role of the father and the level of education have a real influence on the child's discipline. The Sum of Squares values of 151.335 for regression and 3473.973 for residual illustrate that most of the variation in the discipline can be explained by the model, although there are still other factors beyond the study variables that contribute. The degree of freedom (df) indicates the number of parameters used in the model to explain the variability of the data, while the Mean Square value, obtained from dividing the Sum of Squares by df, is the basis for calculating the value F. These findings corroborate that the model constructed is quite accurate in explaining the relationship between educational variables, the role of fathers, and children's discipline.

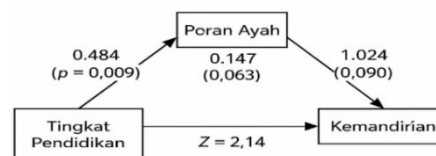


Figure 2

With Z Sobel = 2.14, this result is significant at a significance level of 0.05 (since the Z Sobel value > 1.96). This means that the role of the Father becomes a significant mediator in the relationship between the Child's Education Level and Independence. In other words, the higher a person's level of education, the greater the role of the father in shaping the child's independence.

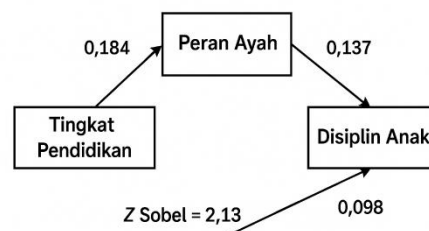


Figure 3

Z Sobel value = 2.13, this result shows that the role of fathers has a significant mediating effect on the relationship between education level and early childhood discipline in Delang District, Lamandau Regency.

Table 4 structural 1
Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	,349a	,122	,108	2,984	,122	9,025	2	130	,000

Education level and paternal role, two independent variables used in the model, were responsible for 12.2% of the variation in dependent variables such as child discipline or independence. The results of the regression model analysis, with an R Square value of 0.122, provide a more accurate picture of the model's capabilities in the population. The standard error value of the estimate of 2.984 indicates the average error of the model's prediction to the actual value. In addition, the value of F Change of 9.025 with a significance of 0.000 confirms that the change in the model that occurred due to the entry of predictors is statistically significant.

Table 5 structural 2
Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	,566a	,321	,305	4,816	,321	20,302	3	129	,000

Based on the results of the regression model analysis, the R Square value of 0.321 shows that 32.1% of the variation in dependent variables (e.g. child discipline) can be explained by independent variables in the model, namely education level and the role of fathers. Meanwhile, the Adjusted R Square value of 0.305 is an adjustment of the R Square value that takes into account the number of predictors and sample size, providing a more accurate picture of the model's capabilities in general. The Standard Error of the Estimate value of 4.816 indicates the average level of deviation or error in predicting discipline values based on this model. The value of F Change of 20.302 with a significance of 0.000 indicates that changes in the model due to the entry of predictors are statistically significant. This corroborates that the regression model used is feasible to explain the relationship between parental education, the role of fathers, and child discipline.

Table 6 hypothesis summary

No.	Hipotesis	Types of Influences	Z/t Count	Significance (p)	Results
1	Education Level (X) → Independence (Y1)	Immediately	t = 2,091	0.009 < 0.05	H ₀ Rejected (significant)
2	The Role of Father (Z) → Independence (Y1)	Immediately	t = 1.559	0.000 < 0.05	H ₀ Rejected (significant)
3	X → Y1 through Z	Indirect (mediation)	Z = 2.85	> 1.96	Significant mediation
4	Education Level (X) → Discipline (Y2)	Immediately	t = 2.091	0.039 < 0.05	H ₀ Rejected (significant)
5	Father's Role (Z) → Discipline (Y2)	Immediately	t = 1.559	0.000 < 0.05	H ₀ Rejected (significant)
6	X → Y2 through Z	Indirect (mediation)	Z = 2.11	> 1.96	Significant mediation

The following research hypotheses will be tested based on the data analyzed in the table above:

The direct influence of education level (X) through the role of father (Z) on children's independence (Y1)

The results of the hypothesis test showed that there was a direct influence of education level on independence through the role of fathers. This means that the better the father's education, the more effective the father's role in increasing the child's independence. The level of parental education and the role of fathers have a significant effect on children's independence, as evidenced by an F value of 9.363 and a significance of 0.000 which indicates that the analysis model used is appropriate. In addition to direct influence, the role of the father has also been proven to be an important mediator between the level of education and independence of children with the Sobel test result of $Z = 2.14$, more than the critical limit of 1.96. This means that the higher the education of parents, especially fathers, the greater their involvement in parenting which ultimately encourages children to become more independent.

Ma'unah & Saroinsong (2023) affirm that higher education allows fathers to be more involved in emotional parenting, thus shaping the child's self-concept and self-confidence.

Meanwhile, Aliyah & Japar (2025) found that well-educated fathers tend to provide responsibility training through simple tasks that are tailored to the child's age. Both of these studies emphasize that father's education not only has an impact on academic achievement, but also contributes greatly to the formation of children's character, independence, and attitude of responsibility in daily life.

Based on the results of the research of Ma'unah & Saroinsong (2023) and Aliyah & Japar (2025), it can be concluded that the level of education of fathers has a significant influence on the development of independence and responsibility in early childhood.

Direct influence between the role (Z) of the father on the child's independence (Y1)

It is known that the level of education and the role of the father have a significant direct influence on children's independence. The beta coefficient value for the education level was 0.484 ($p = 0.009$) and for the role of the father was 0.147 ($p = 0.000$), indicating that both contribute positively to forming independence. In addition, the Sobel test yielded a Z-value of 2.14 (>1.96), indicating that the role of the father plays a significant mediator between parental education and child independence. This strengthens the understanding that the higher the education of parents, especially fathers, the greater their involvement in parenting, which has an impact on increasing children's independence. However, an R^2 value of 0.122 indicates that only 12.2% of the variation in child independence is explained by these two variables.

Nurjanah et al. (2025) show that fatherlessness has the potential to hinder children's development, especially in forming independence and self-management skills. Meanwhile, Muna & Sakdiyah (2024) emphasized that the father's attention and affection, as well as his role as an advisor and source of social support, can increase children's self-determination, strengthen their sense of competence, and strengthen their connection with their social environment. These two studies reinforce the importance of the father figure as a pillar in shaping the character of children who are resilient, independent, and ready to face challenges in life.

Based on the results of research conducted by Nurjanah et al. (2025) and Muna & Sakdiyah (2024), it can be concluded that the presence and active involvement of fathers in parenting has a significant impact on the development of children's independence and self-control.

Direct influence of the level (X) of education through the role of father (Z) on children's discipline (Y2)

The level of education of parents and the role of fathers greatly influence how children are educated. An F value of 20,832 indicates that the regression model used is very good to explain the dependent variables of disciplinary variation. Significance values ($0.000 < 0.05$) indicate that both variables, education level and the role of fathers, have a significant influence on children's discipline behavior.

The sum of squares of 151,335 for regression and 3473,973 for residual indicates that some disciplinary variation can be explained by both predictors, although there are still other variables outside the model that are also influential. The number of degrees of freedom (df) and the Mean Square value were used to calculate and reinforce the validity of the value of F. These findings underscore the importance of the role of parental education and the involvement of the father in supporting the positive formation of child discipline.

Fahmi (2023) highlights that fathers who are highly educated are more active in instilling life values that are important for children's readiness to face the future, as reflected in the analysis of the book *My Father* by Hamka.

Meanwhile, Prasetyo & Kusuma (2024) emphasized that fathers who have a deep understanding of the importance of discipline are more effective in guiding children regarding responsibility, punctuality, and compliance with rules. Both studies show that paternal education not only strengthens consistent and attentive parenting, but also becomes an important foundation in building a child's resilient character in a social environment.

Based on the findings of Fahmi (2023) and Prasetyo & Kusuma (2024), it can be concluded that the level of education of fathers contributes greatly to shaping children's discipline and social character.

The direct influence of the role of the father (Z) on the discipline of children (Y2)

The results of the hypothesis test showed that there was a direct influence of the father's role on children's discipline. Based on the results of the study, it was found that the level of parental education and the role of the father have a significant direct influence on children's discipline. The beta coefficient for education level was 0.184 ($p = 0.039$) and for the role of father was 0.137 ($p = 0.000$), both of which were smaller than 0.05, so the null hypothesis was rejected and showed that these two variables had a significant influence on children's discipline. The F value of 20.302 and the significance of 0.000 also corroborate that the model used is quite good in explaining the variation in discipline. The R Square value of 0.321 showed that the level of education and the role of the father affected 32.1% of the changes in children's discipline, while the other 67.9% were influenced by factors outside the study. This suggests that the involvement of fathers in parenting has a direct impact on the formation of child discipline.

Prasetyo & Kusuma (2024) emphasize that fathers who have a broad insight into discipline, thanks to a high level of education, are able to instill the values of responsibility, order, and obedience in children, which in turn strengthens their social skills. Meanwhile,

Nurjanah (2025) highlights that fatherless absence has a negative impact on the formation of children's discipline and responsibility. Children who do not receive direct direction from their fathers tend to have difficulty internalizing social values, while children who are guided consistently are better able to adjust to social and academic demands. These two studies show the importance of a father figure who is present and educated in supporting the development of children's character as a whole.

Indirect influence between education level (X) through the role of father (Z) on children's independence (Y1)

The results of the study show that there is an indirect influence between the level of parental education and children's independence through the role of fathers. This suggests that the higher a father's level of education, the greater his ability to provide care that supports the child's independence. The results of the calculation also show that there is a significant indirect influence between the level of parental education and the child's independence through the role of the father as a mediator.

A z-sobel value of 2.85, which is greater than the critical value of 1.96, suggests that the role of the father strengthens the relationship between parental education and child independence. Therefore, the more education the parents provide, the more time the father spends participating in activities, which in turn leads to a more independent child.

These findings strengthen the hypothesis that father's involvement is an important pathway in bridging the influence of parental education on children's character development,

especially in forming independence from an early age in Delang District, Lamandau Regency. The level of education of parents, especially fathers, has a significant influence on children's parenting and independence. According to research by Dian Sih Miyati, et al. (2021), the higher the level of parental education, the better the parenting style applied in the family. **Indirect influence between education level (X) through the role of father (Z) on children's discipline (Y2)**

Based on the results of the study, it shows that there is an indirect influence of the level of education on children's discipline through the role of fathers. This shows that the higher the level of parental education: the role of the father as a mediator affects the level of parental education towards child discipline. The z-sobel value of 2.108 is greater than the critical value of 1.96, indicating that the higher the level of parental education, the greater the tendency of the father to actively participate in parenting, and this involvement has a positive impact on the formation of child discipline. Thus, the role of fathers is an important path in channeling the impact of parental education on early childhood discipline behavior, especially in the Delang District area, Lamandau Regency. Especially fathers, have a significant influence on children's discipline.

In line with the results of Rahayu (2020's) research, the higher the level of parental education, the better the learning discipline applied in the family. Higher education allows parents to understand the importance of rules and consistency in shaping children's habits. Thus, paternal education not only affects children's academic achievement but also shapes their disciplinary character in daily life.

CONCLUSIONS

The results of the study show that the level of education of parents, especially fathers in Delang District, Lamandau Regency, has a significant influence on the formation of early childhood character in terms of independence and discipline. The higher the education the father has, the greater his ability to carry out an effective parenting role. The role of the father has proven to be an important mediator that bridges the influence of education on child development, where the active involvement of the father encourages the creation of an independent and disciplined attitude. This is evidenced by the results of statistical tests that show significant influences both directly and indirectly, as well as coefficient and significance values that support the research model. Thus, parental education is not only an indicator of children's academic success, but also plays an important role in shaping positive social character and behavior from an early age. As a suggestion for future researchers, it is suggested to expand the scope of the variables by considering other factors beyond the level of education and the role of the father, such as the role of the mother, the social environment, or different parenting styles, in order to gain a more comprehensive understanding of the formation of children's character.

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