

Original Article

Fatherlessness and Psychological Well-Being: Examining the Relationship Among Adolescent

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Abstract. The phenomenon of fatherlessness has become an issue that is receiving increasing attention due to its potential to affect adolescents' psychological development, including their psychological well-being. This study aims to examine the relationship between fatherlessness and psychological well-being among adolescents. This study employs a quantitative, correlational design. The sampling technique used was purposive sampling. The criteria used were adolescents aged 15–18 years who were raised without a father and were willing to participate in the study, resulting in a sample size of 202 adolescents. Data collection was conducted using the Fatherless Scale and the Psychological Well-Being Scale, which were distributed via Google Forms. Data analysis was performed using the Pearson Product-Moment correlation technique with the aid of IBM SPSS Statistics. The results of the study indicate that there is a significant relationship between fatherlessness and psychological well-being among adolescents, with a significance value of 0.000 ($p < 0.05$) and a correlation coefficient of -0.460. The results indicate a negative correlation of moderate strength, meaning that the higher the level of fatherlessness experienced by an individual, the lower their level of psychological well-being. Conversely, the lower the level of fatherlessness, the better the individual's psychological well-being tends to be. These findings suggest that a father's involvement plays an important role in supporting adolescents' psychological well-being.

Keywords: Fatherless, Psychological Well-Being, Adolescents

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Introduction

The family is the first environment every individual encounters, and serves as an early experience that is an important prerequisite for their life (Lubis et al., 2021). Families that achieve prosperity essentially strive to improve their quality of life in order to create a safe and peaceful environment and foster positive hopes for the future (Dewi et al., 2021). A stable and nurturing family relationship not only serves as a source of emotional support but also provides an environment where every member feels safe, valued, and able to fully develop their potential (Thomas et al., 2017). In this regard, the role of both parents is crucial in creating a harmonious family environment that supports children's optimal growth and development (Ngewa, 2019).

Psychological well-being reflects a state in which a person is able to achieve self-actualization and live with a full awareness of the meaning and purpose of their life. This means that individuals with good psychological well-being not only feel "not sick," but also actively live their lives with continuous personal growth, have a clear sense of direction, and are able to build healthy and meaningful relationships with those around them (Ryff, 1989). In the concept of psychological well-being developed by Ryff (1998) and reaffirmed by Ryff (1995), there are several key dimensions that serve as important indicators: personal growth and self-acceptance

that is, an individual's ability to continue developing, broaden their horizons, and accept change as part of the process of learning about life. Then there is "*purpose in life*," which is the belief that one's life has a meaningful direction and purpose, which encourages individuals to remain resilient and maintain a positive spirit in the face of challenges. Then, there are positive relationships with others the ability to form warm, empathetic, trusting, and mutually supportive relationships with others. In addition, psychological well-being is also reflected in an individual's capacity to effectively manage their own life, including their environment. This is known as environmental mastery, which encompasses the ability to adapt to and influence one's environment to align with personal needs and values (Ryff et al., 1995). This concept of psychological well-being was also used in a study by Normalasari et al., (2025) which examined psychological well-being among adolescents. The study showed that psychological well-being is an important aspect of adolescent development and found that relational aggression has a negative impact on students' psychological well-being.

According to Ryff (1989), psychological well-being is not merely the absence of mental disorders or freedom from emotional distress, but rather a more complex and profound state (Ryff, 1989). Based on the results of the 2018 Basic Health Research (Riskesdas), there are indications that among Indonesians in the adolescent to early adult age group that is, those aged 15 to 24 the prevalence of depression stands at 6.2% (Suherlin et al., 2024). According to the 2022 Indonesia National Adolescent Mental Health Survey, findings indicate that approximately 15.5 million adolescents equivalent to 34.9% of the total adolescent population in Indonesia have been identified as experiencing various forms of mental health issues or psychological distress. In addition, 2.45 million adolescents or about 5.5% have been identified as having more serious mental disorders. These data indicate that mental health issues among adolescents are a significant problem that requires comprehensive attention from various stakeholders, given their impact on adolescents' development, social functioning, and overall quality of life (Shalahuddin et al., 2024).

According to Ryff (1989), A father's involvement in his child's life is one of the key factors that significantly contributes to an individual's psychological well-being, particularly during the developmental years. In this regard, fathers serve not only as authoritative figures but also as guides, educators, and role models who exert a significant influence on a child's psychosocial development. This role encompasses a father's ability to guide his children, instill moral values, foster discipline, and create an environment conducive to his children's emotional and social development (Majid & Abdullah, 2024). According to Boothroyd's perspective (2017) A father's involvement specifically, the aspects of engagement, accessibility, and responsibility is a prerequisite for the development of a child's self-esteem and relational skills. When these aspects are disrupted, an individual's development of self-acceptance and positive relationships becomes vulnerable to disruption, which in turn leads to a decline in overall psychological well-being. (Ryff, 1989).

Indonesia is currently facing a prominent social issue: the increasing number of children growing up without a father's presence or involvement in their lives (Aulia, 2024). According to the United Nations Children's Fund (UNICEF) in 2021, Indonesia is facing the alarming phenomenon of "*fatherlessness*" or the absence of a father figure. Based on this data, it is estimated that approximately 20.9% of children in Indonesia grow up without the presence or active involvement of a father figure in their lives. This situation can arise due to various factors, such as divorce, death, or work demands that keep fathers away from home, to a lack of emotional involvement, even though the father is still physically present in the family. In addition, UNICEF also reports that of the 30.83 million young children in Indonesia, approximately 2,999,577 have lost a father figure during their growth and development. This figure shows that fatherlessness is not merely an individual issue, but rather a systemic social problem with far-reaching implications for children's psychological well-being (Rachmatika & Rokib, 2023).

This phenomenon of fatherlessness is not merely a sporadic occurrence; rather, it has become a structural issue that has garnered widespread attention, as it concerns a crucial foundation for children's character development and psychological well-being. According to data from the 2021 Global Fatherhood Index Report, Indonesia currently ranks third in the world behind only the United States in the category of countries with high rates of fatherlessness, a phenomenon also known as a "*fatherless country*" (Amrullah, 2025). According to data from the Indonesian Child Protection Commission (KPAI), the level of fathers' participation in child-rearing remains relatively low, at around 26.2 percent. This figure indicates that the majority of fathers in Indonesia do not yet actively participate in daily child-rearing activities, and the average duration of interaction between fathers and their children is only about one hour per day (Dewi et al., 2025). This term describes a situation in which the father's role in the educational system and in shaping family values is considered minimal or even virtually nonexistent.

This phenomenon has become a topic of widespread discussion in various media outlets both traditional media and social media as well as the complex long-term impacts it may have on children's development. This issue has naturally drawn attention because a father's role in the family extends beyond that of a breadwinner; he also serves as an educator, protector, and emotional guide who significantly influences a child's mental, social, and moral development (Lidya et al., 2023). The high rate of fatherlessness in Indonesia is a warning sign for the future of the younger generation, underscoring the need for further research and concrete steps to address and minimize the negative impacts of this phenomenon. This situation indicates that not all children have the opportunity to grow up with the presence and support of a father figure into adulthood, especially those who have lost their fathers to death. The absence of a father figure can have significant psychological effects, such as feelings of loneliness, difficulty controlling emotions, and an increased risk of psychological disorders such as depression (Dewi et al., 2025). The absence of a father does not always mean that the biological father is absent; rather, it can also be manifested through a lack of active involvement in parenting, such as a lack of attention, emotional support, participation in the child's daily activities, and responsibility for educating and guiding the child (Wicaksana & Rachman, 2018).

However, while the phenomenon of fatherlessness is quite common in society particularly in Indonesia research specifically examining the relationship between fatherlessness and adolescents' psychological well-being using a quantitative approach remains limited. This is evident in the work of Azis & Alwi (2024) A study conducted among college students found that fatherlessness affects the psychological well-being of students at Makassar State University, revealing a negative correlation between the degree of fatherlessness and psychological well-being, although the study did not explore in depth how different forms of paternal absence whether physical or emotional might influence their psychological well-being. Meanwhile, Ummikalsum et al. (2024) A study examining the same effect among students at UIN Datokarama Palu showed that the level of influence was moderate; however, it indicated that the loss of a father figure can impact an individual's emotional balance and adaptive abilities. Both studies focused on college students; neither study, however, targeted adolescents, who are in a critical developmental stage regarding self-identity formation and emotional regulation. Next, in the study by Aulia & Fauzi (2024) Regarding the relationship between father involvement and the psychological well-being of adolescent girls, the study's findings indicate that the higher the level of father involvement, the better the child's psychological well-being. This underscores the importance of the father figure in fostering emotional stability and psychological well-being in adolescents. Previous research examining the phenomenon of fatherlessness and its impact on the psychological well-being of adolescents particularly high school students remains very limited. Unlike previous studies that primarily focused on university students or adolescent girls, the present study focuses on high school students as adolescents who are undergoing a crucial period of psychosocial development. Specifically, this study quantitatively examines the relationship between fatherlessness and psychological well-being among vocational high school students, thereby addressing the limited evidence on this relationship within the high school

context. This highlights the need to study this phenomenon in greater depth in order to gain a comprehensive scientific understanding and to support preventive measures and interventions.

The absence of a father's role in child-rearing is a social issue that deserves attention, as it can have a direct impact on a child's development. It is not uncommon to find families that lack harmony; one contributing factor is a father who is not emotionally involved in child-rearing but serves only as the breadwinner. In addition, a fatherless upbringing can also result from divorce, infidelity, death, or a job that demands excessive time. A father's absence from a child's life can cause the child to feel a loss of security, a lack of attention, and a sense of not being valued. These effects can impact the child's emotional and psychological development in the long term (Syafitri & Dariyo, 2025). One aspect affected by growing up without a father is psychological well-being that is, a state in which an individual feels satisfied with their life, is able to manage their emotions, maintains positive social relationships, and feels a sense of purpose and meaning in life. Adolescents who grow up without a father are at risk of experiencing a decline in these areas due to the absence of a father figure who provides emotional and social support. Therefore, this study seeks to answer whether there is a significant relationship between fatherlessness and psychological well-being among vocational high school students. Accordingly, this study aims to examine the relationship between fatherlessness and psychological well-being among Grade XI students in a vocational high school. The novelty of this study lies in its focus on the relationship between fatherlessness and psychological well-being specifically among vocational high school students, an adolescent population that has received limited attention in previous studies, which have predominantly focused on university students or adolescent girls

Method

This study employs a quantitative approach aimed at measuring the relationship between the variable "fatherless" and psychological well-being among 11th-grade students at SMAN 49 Jakarta. The data obtained were then analyzed quantitatively, using statistical techniques, to test the previously formulated hypotheses. The primary purpose of the quantitative method is to obtain findings that are measurable, verifiable, and generalizable based on objective empirical evidence (Sugiyono, 2021). Based on the focus of this study, a correlational analysis was used. According to Sugiyono (2019), Associative or correlational research aims to identify relationships between two or more variables. The correlational method was chosen because the study aims to examine the extent of the relationship between the variable "fatherless status" as the independent variable (x) and adolescents' psychological well-being as the dependent variable (y).

Participants

According to Sugiyono (2019) A population consists of all the objects or subjects that are the focus of a study and share certain characteristics relevant to the research problem. The population in this study consists of 11th-grade students at SMAN 49 Jakarta, specifically those known to be fatherless whether due to divorce, death, or their father living far away. The study focused specifically on 11th-grade students because they are generally in middle-to-late adolescence, a developmental period characterized by increasing emotional maturity, identity formation, and preparation for future educational and career decisions. Focusing on 11th-grade students also provides a relatively homogeneous developmental group while avoiding the transitional adjustment period commonly experienced by 10th-grade students and the intensive graduation-related demands faced by 12th-grade students. In this study, fatherlessness is operationally defined as a condition in which an adolescent experiences the absence or insufficient involvement of a father figure in their daily life, either due to parental divorce, the death of the

father, physical separation because the father lives far away, or limited emotional and social involvement in the child's upbringing.

The participants in this study were 202 eleventh-grade students from SMAN 49 Jakarta, Indonesia, aged between 15-18 years. The participants met the inclusion criteria of experiencing fatherlessness, whether due to parental divorce, paternal death, or limited paternal involvement resulting from work related separation.

Sampling Procedures

The sampling technique used in this study was purposive sampling, that is, sampling based on specific criteria (Sugiyono, 2013). The criteria used were adolescents aged 15–18 years, who were fatherless, and who were willing to participate in the study. The sample size for this study was determined using the Slovin formula. Based on a total population of 216 students and a 5% margin of error, the sample size was calculated to be 140 respondents; this number is considered sufficiently representative of the population to allow for statistical analysis. Based on the Slovin formula, a minimum sample size of 140 students was required. In practice, the researcher distributed the survey instruments to the entire population of 216 students. However, 14 students were absent during data collection, resulting in data from 202 respondents. Since this number 202 exceeds the minimum requirement set by the Slovin formula, the data is deemed suitable for analysis.

This study employed a quantitative correlational research design. A purposive sampling technique was employed in this study (Sugiyono, 2013). The population consisted of 216 eleventh-grade students at SMAN 49 Jakarta. Based on Slovin's formula with a 5% margin of error, the minimum required sample was 140 participants. Data were collected from 202 students, which exceeded the minimum sample requirement.

Instrument

Data collection for this study was conducted using an online questionnaire via a closed Google Form, which was designed based on the theory underlying each variable. This technique was chosen because it is capable of quantitatively measuring the subjects' perceptions and experiences regarding fatherlessness and psychological well-being. In this study, the researcher used an online data collection method, utilizing Google Forms to distribute the questionnaire. The questionnaire was distributed to 202 students selected as the study sample, with the aim of obtaining data and information related to the extent of fatherlessness and the psychological well-being of adolescents.

This research instrument consists of two scales: the fatherless scale and the psychological well-being scale. The fatherless scale consists of 32 items based on aspects of fatherlessness as measured by Lamb et al. (1987) stated that the aspects of a father's presence consist of three elements: 1) Paternal interaction 2) Paternal accessibility 3) Paternal responsibility. Meanwhile, the psychological well-being scale consists of 18 statements based on the Psychological Well-Being (PWB) theory developed by Ryff (1989), which consists of six dimensions, namely: 1) Self-Acceptance 2) Positive Relations with Others 3) Autonomy 4) Environmental Mastery 5) Purpose in Life 6) Personal Growth.

Before being used in the study, both instruments underwent validity and reliability testing. The validity test results showed that all 32 items on the fatherless scale and 18 items on the psychological well-being scale were deemed valid and suitable for use in the study. The fatherless scale used a four-point frequency response format: 1 = Always, 2 = Often, 3 = Sometimes, and 4 = Never. In contrast, the psychological well-being scale used a four-point frequency response format scored as 4 = Always, 3 = Often, 2 = Sometimes, and 1 = Never. Higher scores on the fatherless scale indicate a lower frequency of fatherless experiences, whereas higher scores on the psychological well-being scale indicate a higher level of

psychological well-being. The reliability test results showed that the fatherless scale had a Cronbach's Alpha value of 0.983, while the psychological well-being scale had a Cronbach's Alpha value of 0.906, indicating good internal consistency.

Data were collected using an online questionnaire administered through Google Forms. The research instrument consisted of the Fatherlessness Scale (32 items), developed based on Lamb et.al (1987), and the Psychological Well-Being Scale (18 items) based on Ryff's (1989) six dimensions of psychological well-being. Both instruments demonstrated high reliability, with Cronbach's alpha coefficients of .983 and .906, respectively.

Procedures

After obtaining permission from the school, participants voluntarily completed the online questionnaire. Prior to participation, they were informed about the purpose of the study and provided informed consent. All responses were kept confidential and used only for research purposes.

Data Analysis

Data analysis was conducted using IBM SPSS Statistics version 20.0. Before testing the hypotheses, prerequisite tests, including normality and linearity tests, were conducted. After the assumptions were met, the Pearson Product-Moment correlation test was used to examine the relationship between fatherlessness and psychological well-being among adolescents. Data were analyzed using IBM SPSS Statistics version 20. Normality and linearity tests were conducted before hypothesis testing. The relationship between fatherlessness and psychological well-being was analyzed using the Pearson Product-Moment correlation.

Results and Discussions

Based on the results of the Fatherless Scale administered to 202 respondents, the mean score was 75.03 with a standard deviation of 28.17. This score was then used as the basis for categorizing the respondents' levels of fatherlessness, which are presented in Table 1 as follows:

Table 1. Categorization of the "fatherless" variable

Category	Interval	f	%
Very High	105–128	40	19%
High	81–104	38	18%
Moderate	57–80	58	28%
Low	32–56	66	32%
Total		202	100%

The category intervals were determined based on the theoretical score range of the fatherless scale. With 32 items scored from 1 to 4, the possible total scores ranged from 32 to 128, and this range was divided into four equal categories: low, moderate, high, and very high. Based on Table 1, it is evident that the majority of respondents fell into the low category, totaling 66 respondents (32%), followed by the moderate category, comprising 58 individuals (28%). Cumulatively, 61% of respondents fell within the low-to-medium score range. This indicates that the majority of subjects in this study perceive the absence of a father figure in their lives as not being particularly extreme. Based on the results of the psychological well-being scale administered to 202 respondents, the mean score was 57.64 with a standard deviation of 9.30. The results of the psychological well-being categorization are presented in Table 2.

Table 2. Categorization of Psychological Well-Being Variables

Category	Interval	f	%
Very High	59-72	95	47%
High	46-58	87	43%
Moderate	32-45	19	9,4%
Low	18-31	1	0,4%
Total		202	100

Based on the results of the categorization of the psychological well-being variable, it was found that the majority of respondents had a very high level of well-being. A total of 95 respondents (47%) fell into the “very high” category, 87 respondents (43%) fell into the “high” category, and 1 respondent (0.4%) fell into the “low” category. Cumulatively, 90% of respondents had an optimal level of psychological well-being. This is consistent with the findings regarding the “fatherless” variable, which was predominantly in the low category, indicating that the research subjects generally possess a stable and positive psychological state, characterized by the ability to accept themselves, form positive relationships with others, have a purpose in life, and effectively manage their environment.

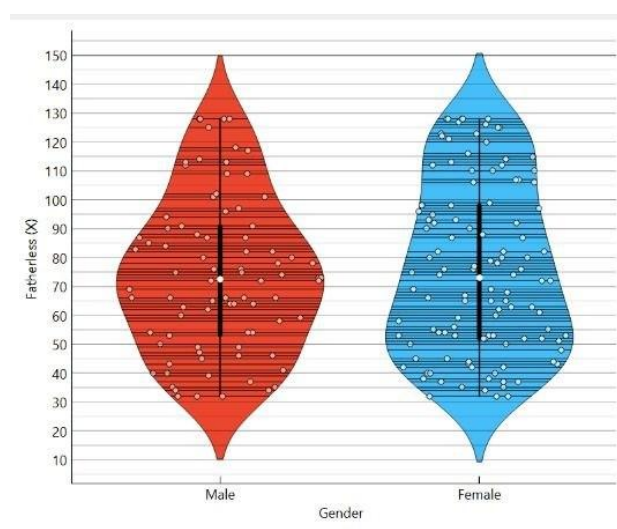
**Figure 1.** Distribution of Fatherlessness Scores by Gender

Figure 1 illustrates the distribution of fatherlessness scores among male and female participants. The figure shows variations in fatherlessness scores across both gender groups, with scores distributed across low to very high levels. The distribution provides a descriptive overview of fatherlessness based on gender. To further examine the distribution of psychological well-being across gender groups, figure 2 presents the distribution of psychological well-being scores among male and female participants.

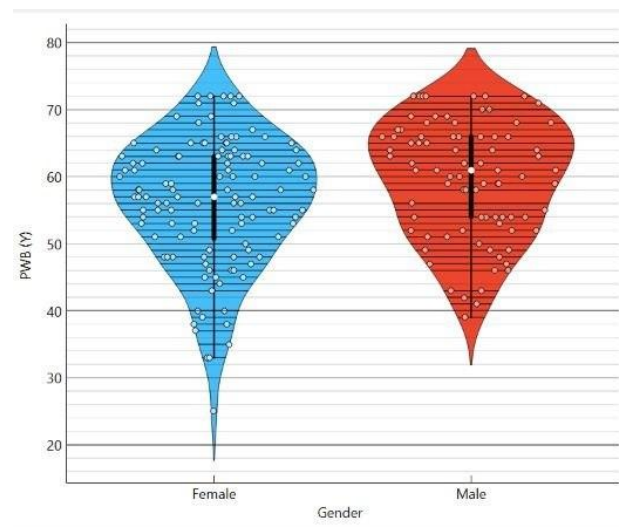


Figure 2. Distribution of Psychological Well-Being Scores by Gender

Based on the violin plot, the distribution of psychological well-being (PWB) scores among male and female respondents shows a relatively similar pattern. Male respondents tend to have a slightly higher media PWB score than female respondents. The scores in both groups show considerable variation, with most respondents falling within the range of approximately 50-70. Overall, no substantial differences in distribution are visually apparent between the two gender groups.

Next, the normality test in this study aims to determine whether the sample data are normally distributed, which is one of the prerequisites for using parametric statistical analysis. The test was conducted using the Kolmogorov-Smirnov method with the aid of the Statistical Package for the Social Sciences (SPSS) version 20.0 for Windows, and the results are presented in Table 3.

Table 3. Results of the One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		Total_fatherless	Total_Kes_Psi
N		202	202
Normal	Mean	75,0396	57,6485
Parameters ^{a,b}	Std.	28,17268	9,30951
	Deviation		
Most Extreme	Absolute	,084	,071
Differences	Positive	,084	,062
	Negative	-,064	-,071
Kolmogorov-Smirnov Z		1,198	1,013
Asymp. Sig. (2-tailed)		,113	,256
a. Test distribution is Normal.			
b. Calculated from data.			

Based on Table 3, the results of the normality test using the One-Sample Kolmogorov-Smirnov test yielded an Asymp. Sig. (2-tailed) value of 0.113 for the “fatherless” variable and 0.256 for the “psychological well-being” variable. Both values are greater than 0.05 ($p > 0.05$), so it can be concluded that the data for both variables are normally distributed. Furthermore, a linearity test was used to ensure that the relationship between the independent variable (fatherless) and the dependent variable (psychological well-being) was linear. The test was

conducted using Analysis of Variance (ANOVA) in SPSS, with the criterion that the relationship was considered linear if the significance value in the linearity column was <0.05 . The results of the linearity test are presented in Table 4.

Tabel 4. Linearity Test Results

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Total_Kes_Psi *	Between Groups	(Combined)	9531,299	80	119,141	1,827	,001
Total_fatherless		Linearity	3692,578	1	3692,578	56,638	,000
		Deviation from Linearity	5838,721	79	73,908	1,134	,265
	Within Groups		7888,745	121	65,196		
	Total		17420,045	201			

Based on the results of the linearity test conducted using the Test for Linearity, a significance value of 0.265 was obtained. This value is greater than the significance level of 0.05, indicating that there is no significant deviation from a linear relationship. In addition, the relatively small F-value of 1.137 for the deviation from linearity supports the conclusion that there is no deviation from linearity in the relationship between the variables.

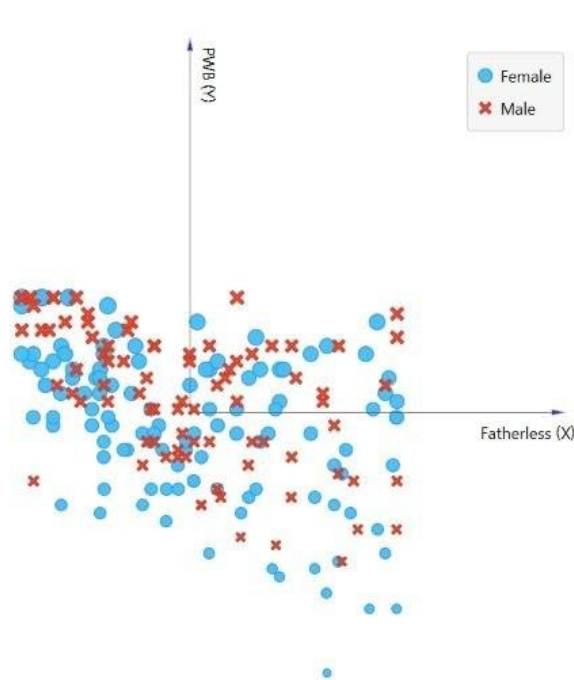


Figure 3. Scatter Plot of the Relationship between Fatherlessness and Psychological Well-Being

Based on the scatter plot, the data distribution indicates a negative relationship between fatherlessness and psychological well-being, as evidenced by the downward-sloping pattern of the data points. Although the distribution of the data points is quite variable, this relationship was subsequently confirmed through a Pearson correlation test. The test results indicate a significant negative relationship between fatherlessness and psychological well-being ($r = -$

0.460; $p < 0.001$), with the strength of the relationship falling into the moderate category. Next, hypothesis testing was conducted using the Pearson product-moment correlation technique with the aid of IBM SPSS Statistics software, and the results are presented in Table 5.

Tabel 5. Hypothesis Test Results

Correlations			
		Total_fatherless	Total_Kes_Psi
Total_fatherless	Pearson Correlation	1	-,460**
	Sig. (2-tailed)		,000
	N	202	202
Total_Kes_Psi	Pearson Correlation	-,460**	1
	Sig. (2-tailed)	,000	
	N	202	202

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the Pearson correlation test, a correlation coefficient of -0.460 was obtained with a significance level (Sig., 2-tailed) of 0.000. This significance level is less than 0.05, indicating that there is a significant relationship between the “fatherless” variable and psychological well-being. Based on this, it can be concluded that the hypothesis proposed in this study is accepted.

The results of the study indicate that there is a significant relationship between growing up without a father and psychological well-being among adolescents. This is indicated by a p-value of 0.000 (<0.05) and a correlation coefficient of -0.460. This correlation coefficient indicates that the relationship between the two variables is moderate and negative, which means that the higher the degree of fatherlessness experienced by an individual, the lower their level of psychological well-being.

The findings of this study are consistent with the theory of Psychological Well-Being proposed by Ryff (1989), which states that psychological well-being is not determined solely by an individual's internal factors, but is also influenced by the quality of interpersonal relationships and the social environment in which the individual develops. The family, as the primary social environment, plays a crucial role in shaping a person's psychological well-being, including the relationship between children and parents. In this regard, a father's presence and involvement are among the factors that can support optimal psychological development in adolescents. Based on a descriptive analysis and hypothesis testing conducted on 202 respondents, it was found that the phenomenon of growing up without a father is closely linked to the dynamics of psychological well-being. To understand how this link is formed, the results of this study need to be analyzed in depth in conjunction with several previous studies and the multidimensional factors that influence it.

Factors that contribute to psychological well-being include relationships with peers and the social environment. Adolescents who have a supportive social environment tend to cope better with emotional stress than those who lack social support. A study conducted by Afriliani, Rahman, and Praptiningsih examined the role of family communication in building resilience among middle adolescents growing up without a father in West Jakarta (Afriliani et al., 2025). The study concluded that open communication, emotional support from the mother or a substitute figure, and the ability to find positive meaning in situations are the main factors that shape adolescents' psychological resilience. This provides a strong foundation for this study, given the variations observed. Interpersonal communication within the family particularly the warmth of communication with the mother following the loss of the father figure who acted as as a critical bridge to their child. Through open and supportive communication, individuals who have grown up without a father have the space to express their emotions, so that the dimensions of positive relationships with others and self-acceptance as part of psychological well-being can continue to develop optimally, even though they have lost a father figure. Furthermore, their findings regarding adolescents' ability to regulate emotions and construct positive meanings are

consistent with the data trends in this study. This suggests that internal factors, specifically emotional regulation, play a significant role; respondents who are able to interpret their fatherless status positively tend to have higher psychological well-being scores compared to those who have not yet come to terms with their situation.

Furthermore, a study by Padang et al. (2024) on self-acceptance among fatherless adolescents in Tomohon found that levels of self-acceptance can vary from person to person. Based on these findings, the variations in the data from this study can be explained: levels of psychological well-being tend to be positively influenced by internal factors such as self-understanding, realistic expectations, the absence of environmental barriers, and a positive self-perspective. This comparative study demonstrates that respondents who are able to change their self-perspective regarding their fatherless status will find it easier to achieve self-acceptance compared to those who have not yet fully come to terms with their circumstances.

These dynamics of variation are also described in a quantitative study by Rahmawati et al. (2024) which found that the majority of adolescents actually have good emotional regulation, although the proportion with poor emotional regulation remains quite high. The study explains that students' high level of emotional regulation is influenced by the ease of communication with their parents as well as the presence of surrogate figures who guide them while they are in the boarding school environment. His finding is relevant to the present study, which found a moderate negative relationship between fatherlessness and psychological well-being ($r = -0.460$). The relatively good psychological well-being observed among fatherless respondents may be related to support from mothers, extended family members, peers, or other significant figures. However, because social support was not directly measured in the present study, this interpretation should be considered a possible explanation rather than a direct causal factor.

Furthermore, very strong support for quantitative research was found in the correlational study by Rovilla and Taslim (2026) which examined the relationship between perceived peer social support and psychological well-being using the Ryff scale among fatherless adolescents. The findings confirm that the higher the level of social support from peers, the higher the psychological well-being of fatherless adolescents. These findings provide a strong foundation for this study, which falls into the "good" category in terms of psychological well-being. The presence of peers in school or play settings acts as an effective protective factor that mitigates the emotional stress resulting from the father's absence. The presence of peer support, which helps maintain the psychological well-being of fatherless individuals, is also influenced by factors such as other external and internal factors, such as maternal support, emotional regulation, self-esteem, and life meaning.

The findings of this study point to interesting dynamics regarding the role of the father figure in an individual's psychological development. Theoretically, a father's absence whether physical or emotional is often assumed to reduce a child's psychological well-being. This is consistent with the research by Zein and Aulia (2024) which indicates that a father's involvement is associated with the psychological well-being of adolescent girls, and that an optimal level of a father's presence can help adolescents gain emotional support and a sense of security in their personal development. However, the results of this study actually show that their level of psychological well-being remained in the "good" category. This unique phenomenon suggests that, although a father's role in child-rearing is crucial, the absence of a father does not necessarily harm a child's mental health, as the child can still find positive substitute support from their surrounding environment.

Psychologically, growing up without a father can affect various aspects of an individual's life, such as a sense of security, self-confidence, emotional stability, and the ability to form social relationships. Individuals who do not experience optimal paternal presence or involvement tend to have difficulty managing their emotions and coping with life's pressures. This is supported by Supriadi's research (2024) by demonstrating that fatherlessness is linked to adolescents' emotional and spiritual intelligence, and that a father's absence can affect an individual's emotional stability and personal development (Supriadi et al., 2024). The findings of this study

are consistent with Carol Ryff's theory of psychological well-being, which encompasses the aspects of self-acceptance, positive relationships with others, autonomy, and environmental mastery. Individuals who grow up without a father may face obstacles in achieving these aspects.

In addition to the factor of growing up without a father, research findings showing a moderate association indicate that psychological well-being is also influenced by other factors. One factor that influences adolescents' psychological well-being is social support from the family, particularly from the mother. Adolescents who continue to receive emotional support from their mother or other family members tend to have better adaptive abilities even when growing up without a father. This is supported by a study by Aulia (2024), which explains that a child's psychological development is influenced not only by the father's presence but also by the family's overall functioning (Aulia et al., 2024). The presence of a supportive mother successfully minimized the negative effects of growing up without a father, allowing the respondents' psychological well-being to remain well-maintained.

This study, which falls into the low "fatherless" category, indicates that, in general, the research subjects still feel that the presence and role of a father figure in their lives are quite adequate. This suggests that family functions are operating effectively within the SMAN 49 Jakarta community. However, the researcher continues to pay attention to the 38.61% of respondents who fall into the high and very high categories. This group consists of individuals who have truly experienced the tangible absence of a father's role both physically and psychologically and they are the primary focus in examining the dynamics of issues within the school environment. Based on this, it can be concluded that growing up without a father is significantly associated with adolescents' psychological well-being. These findings underscore the importance of the father's role in supporting an individual's psychological development and indicate that the father's absence is one of the factors contributing to low psychological well-being.

The findings of this study have important implications for the field of guidance and counseling, particularly in determining the level of intervention according to students' conditions. Students experiencing moderate levels of fatherlessness may benefit from preventive guidance and group-based services aimed at strengthening emotional regulation, self-acceptance, and social support. Meanwhile, students experiencing high levels of fatherlessness accompanied by lower psychological well-being may require more intensive individual counseling to address negative thought patterns and emotional difficulties. School counselors can provide individual counseling services using a Cognitive Behavior Therapy (CBT) approach through cognitive restructuring techniques (Ismah et al., 2025). This technique focuses on helping students transform negative thought patterns such as feeling helpless because they lack a father figure into a more rational mindset, recognizing that they can still thrive by making the most of the support they receive from their mothers or their surrounding community. In addition, guidance counselors can also apply the Client-Centered Therapy approach (Febrianti et al., 2025). Carl Rogers' Client-Centered Therapy can help provide individuals with a safe space where they can express all their thoughts and feelings without feeling judged, enabling them to better understand and accept themselves independently. Guidance and counseling teachers can also facilitate this process through group counseling and group guidance services (Yusra & Asni, 2025). In this group counseling service, guidance counselors can use journaling techniques encouraging adolescents who are growing up without a father to write about their feelings and thoughts to help them develop self-acceptance, emotional regulation skills, social skills, and a more positive sense of purpose in life. In addition, schools and families need to work together to provide adequate psychological support for adolescents, so that they can achieve optimal psychological well-being despite the limitations posed by a father's limited involvement.

Conclusions

This study shows that there is a significant relationship between fatherlessness and psychological well-being among adolescents. The results of the analysis indicate a low p-value, suggesting that the relationship between the two variables is statistically significant. Furthermore, the direction of the relationship is negative, meaning that the higher the degree of fatherlessness experienced by an individual, the lower their level of psychological well-being. Conversely, the lower the level of fatherlessness, the better an individual's psychological well-being tends to be.

The strength of the relationship between the two variables falls into the moderate category, indicating that growing up without a father has a fairly significant association with psychological well-being, although it is not the only factor influencing it. Thus, an individual's psychological well-being is influenced by various other related factors. Based on these findings, this study concludes that the presence and involvement of a father figure play a significant role in supporting an individual's psychological development and well-being, particularly during adolescence.

Based on the results of this study, the main implication of these findings points to the importance of the role of Guidance and Counseling Teachers in schools in implementing comprehensive and sustainable service programs. Guidance and Counseling Teachers can maximize classroom-based guidance services as a preventive measure to equip all students with emotional regulation skills and self-resilience. Furthermore, for students who require more specialized care, individual counseling services using Cognitive Behavioral Therapy (CBT) or Client-Centered Therapy, as well as group counseling services incorporating journaling techniques, can be provided to help students change their thought patterns, enhance their emotional maturity, and make the most of their social support networks so that their mental health is maintained at an optimal level.

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