Father's Role in Parenting: A Case Study from Gay Student Perception

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Abstract. Despite earning pros and cons from the community, the presence of gay students continues to increase. This study aims to see how the father's role in parenting and upbringing from the perception of gay students. The method used is qualitative with a case study approach. The subjects of this study were four, namely two students who claimed to be gay and two people who served as significant others. The results show that the father has a minor role in the parenting and educating process. The father's role was limited due to his occupational activities and the distant location of his workplace. Hence, participants had a more dominant interaction with their mother and siblings than with their father. The mother figure becomes the only role model who sets an example, disciplines, controls, and monitors. The dominance of the mother's role made both participants feel more comfortable communicating with their mother than with their father. The lack of father involvement in the parenting and upbringing process stimulated the chosen activities, role models, and role replication depending on the mother figure and older sister. The condition of the lack of paternal care and the dominant role of the mother strengthen the risk of gender dysphoria in gay students.
Keywords: Gay Student, Parenting, Fatherless, Gender Identity

Abstrak. Meskipun menuai pro dan kontra dari masyarakat, keberadaan mahasiswa gay terus meningkat. Penelitian ini bertujuan untuk melihat bagaimana peran ayah dalam pengasuhan dan pendidikan dari persepsi mahasiswa gay. Metode yang digunakan adalah metode penelitian kualitatif dengan pendekatan studi kasus, dengan analisis menggunakan teknik koding. Subjek penelitian ini berjumlah empat, yaitu dua orang mahasiswa yang mengaku sebagai gay dan dua orang yang dijadikan sebagai *significant others*. Berdasarkan hasil analisis keempat partisipan menunjukkan bahwa ayah mempunyai peran yang kurang dalam pengasuhan dan pendidikan. Peran ayah menjadi berkurang karena lokasi kerja yang jauh, sehingga interaksi partisipan menjadi dominan dengan ibu dan kakak perempuan. Figur ibu menjadi satu-satunya role model yang memberi contoh, mendisiplinkan, mengontrol, dan memantau. Dominasi peran ibu membuat kedua partisipan lebih nyaman untuk berkomunikasi dengan ibu dibandingkan ayah. Kurangnya keterlibatan ayah dalam pengasuhan dan pendidikan menjadikan aktivitas yang dipilih, teladan, hingga replikasi peran bergantung pada sosok ibu serta kakak perempuan. Kondisi kurangnya pengasuhan ayah dan dominannya peran ibu memperkuat risiko kebingungan identitas gender yang terjadi pada mahasiswa gay.
Kata kunci: Mahasiswa Gay, Pengasuhan, Peran Ayah, Identitas Gender

Each year, the phenomenon of homosexuality worldwide continues to increase, leading to the legalization of same-sex marriage in various countries (Drabble et al., 2021). Consequently, in 2019, a global survey showed that 94% of Swedes state that homosexuality should be accepted. On the other hand, only 7% of people in Nigeria have similar responses. Across the 34 countries surveyed, 52% acknowledge that homosexuality should be allowed, while 38% state that it should be discouraged (Poushter & Kent, 2020). Another data from scientists record that the world's population of gay reaches 10% or about 750 million people from the total human population worldwide, which currently amounts to 7.5 billion.

Particularly In Indonesia, according to Satalar et al. (2021), about 1,095,970 gay people were. Another party also estimates that 3% of the total Indonesian population were gays. However, there is no recent survey regarding the exact number of gays in Indonesia. Nevertheless, even the phenomenon of gays shows a reasonably increased case that moves through the existence of the NGOs affiliated to LGBT. It further enhances the probability of gay coming out and getting involved in the NGOs to receive support (Adriani et al., 2017).

In 2013, LGBT activists wrote and published the National LGBT Report on Indonesia-Life as LGBT, describing numerous LGBT organizations or NGOs. The organization consists of 2 (two) national networks and 119 organizations established in 28 provinces out of 34 provinces in Indonesia. This organization plays an active role in health, publication, and social education that focuses on LGBT rights (Suvianita, 2013). However, as a religious institution, the Indonesian Ulema Council has issued a fatwa. It has banned the existence of LGBT because it is contrary to Law Number 1 of 1974 concerning Marriage (Satalar et al., 2021).

Gay is an abnormal sexual behavior because it comes out of religious norms and societal norms. Indirectly, the norms force people to isolate themselves because norms are unwritten rules; consequently, the community will judge gay behavior because it violates the rules or goes beyond normal limits. Therefore, Indonesia, where most of its people hold close to eastern culture and uphold religious values, also influences the community's mindset in viewing the

existence of gay people (Yansyah & Rahayu, 2018).

Numerous causes make a person decide to be gay; researchers since 40 years ago are still experiencing debate about the exact cause (Carneiro et al., 2017). Freud has the assumption that sexual drive (libido) is a determining factor in the development of male and female behavior. Furthermore, in his Three Essays on the Theory of Sexuality, Freud believed humans are naturally bisexual. Consequently, if they fail to develop their bisexual orientation due to psychosexual problems, they will become homosexual. Freud then linked same-sex tendencies with narcissism (self-love), resulting in an individual directing his sexual orientation to the same gender, including choosing a partner for sexual intercourse (Irwan, 2002).

Painful experiences like childhood sexual abuse affected the risk of gay behavior (Sweet & Welles, 2012). Furthermore, children who experienced sexual violence during childhood have profound potential as adults to commit the same tendencies (Hidayati, 2014). Moreover, painful behaviors include physical neglect, emotional abuse, and emotional neglect (Sellami et al., 2020). This experienced, particularly childhood

abuse, affected mental health, where some research indicates that LGB people may experience elevated risk for suicidality and depressive disorders relative to heterosexuals (Balsam et al., 2010).

In addition, from a biological perspective, Durand argued that homosexuality is associated with exposure to different hormones (Santrock, 2012), particularly atypical levels of androgens in utero (Bailey & Pillard, 1991). Hamer et al. (1993) also found a genetic influence on homosexuals. However, researchers in subsequent studies were unable to replicate the conclusions. For example, the research conducted by Wells (2000) adapted Hamer's research with a more significant number of respondents. However, it revealed the opposite result that did not mention any different hormones or biological issues. These findings were similar to early research by Bailey & Pillard (1991) that there is no specific gene for homosexuality.

In another study, researchers found the factors causing gay behavior in an immediate environment, namely the family environment. Fathers' role in the family played an essential role in education, specifically in cultivating moral values (Prastiyani, 2017). Therefore, it will be a huge problem when the family does not

function fully; for example, it does not provide comfort and protect family members (Nasution, 2021). Parenting style has a significant relationship with delinquent behavior, such as verbal, physical, sexual, and anti-social (Amran & Basri, 2020). The absence of a father in parenting caused low self-esteem, feelings of anger, shame, loneliness, jealousy, loss, low self-control, low risk, taking, and gender role confusion (de Lange, 2011; Sundari & Herdajani, 2013).

According to Mahdi (2015), the parenting pattern carried out by parents determined the pattern of education provided in the family. Therefore, parenting patterns affect the growth and development, child gender, including differences in child vocalization, pain response, compliance, and aggression (Morawska, 2020). Indryawati (2006) stated that childhood experiences and parenting play an essential role in directing children's behavior related to their sexual orientation. Moreover, parenting patterns also affect the formation of children's character (Satalar et al., 2021). For example, suppose the mother has a highly dominant role. In that case, it will contribute to the emergence of gay behavior because children do not have a comprehensive understanding of the fathers' role (Munjiat, 2017). Thus, a

father's socialization in childhood would significantly affect children's subsequent development. Therefore, the so-called "sexual role" emerged, distinguishing the roles of men and women roles. When children understand their sexual roles, the tendency to engage in gay behavior is minor than children who do not understand their sexual roles (Koentjoro & Andayani Budi, 2004).

Santrock (2012) argued that Parents nurture their children through action and direct examples. It will significantly affect both the gender and psychological development of their children. The role of the mother is more responsible for nurturing and physical care. Moreover, when a father is involved in parenting, he will provide needs that ensure that both sons and daughters play a role as the norm in society. The role of fathers in parenting contributes more to differences in gender roles (Santrock, 2012). Therefore, if the father's role in parenting is less than the mother's role, it will impact gender role deviation. In conclusion, fathers play a critical role in the development of gender roles and have an impact on the triggering of gay behavior (Prastiyani, 2017; Romlah et al., 2020)

The two subjects discussed their parenting experiences following the above

theory based on the preliminary study results. Both participants felt that their father was only involved slightly in parenting over the years. One of the subjects only met his father once a year. This condition makes both subjects more comfortable and closer to the mother figure than the father.

> *D: When I was a child, I only lived with my mother, meaning I was close to my mother and older sister; my father was still there but was working, so he was rarely home. At home, at least only during the holidays. I think mom cares too much.*

> *R: In parenting, my father is rarely actively involved, especially as a soldier, which makes him often far from his family because he has to serve outside the city. My father only came home once a week, so of course, the intensity of the meeting between my father and me was sporadic. Even my father often played hands when I did not follow his wishes or orders or carry them out. Father is more involved in terms of meeting economic needs. Mother always dominates communication than father.*

Based on various research and preliminary studies, there are similarities in

conditions where both participants do not receive the utmost care from their fathers. Furthermore, the father's role in parenting affects gender development, which becomes the cause of gay behavior. Therefore, researchers are interested in examining how the role of fathers in the parenting process of gay students based on the perceptions possessed by participants in this study.

Method

The research method used in this study is qualitative. The qualitative approach intends to understand the phenomena of what is experienced by research participants holistically, using descriptions in the form of words and utilizing various natural methods. (Moloeng, 2007). Creswell (2018) stated that qualitative research is a method to explore and understand the meaning that some individuals or groups consider derived from social or humanitarian problems. Furthermore, qualitative research has the character of a flexible structure or framework.

Moreover, this research must apply an inductive perspective, focus on the individual, and translate the complexity contained in a problem. The right type of qualitative research to be used in this research is a case study because, with this method, the researcher can get in-depth data.

A case study is a research strategy in which the researcher carefully investigates a program, event, activity, process, or group of individuals. Meanwhile, cases are limited by time and training (J. W. Creswell, 2014).

In addition, according to the aim of this study, the availability and willingness of respondents and the ability to communicate their experiences are the most important in qualitative research (Palinkas et al., 2016). Therefore, the sampling technique in this study utilized non-probability sampling, which is purposeful sampling, widely used in qualitative research to identify and select information for the most effective usage of limited resources.

In this study, the researcher determined the respondents' criteria, such as declaring themself as gay, university student, and willing to share their experience. As a result, two respondents qualified and participated. Moreover, two significant others that become confirmatory information within the triangulation procedure. The next step was collecting data through an in-depth interview, which refers to an interview guide.

Result

Profile of Respondents

Tabel 1
Profile of Respondents

No	Description	Participant (anonym)	
		D	**R**
1	Age	25	22
2	Gender	M	M
3	Recognizing gay behave	Elementary school	Junior Class 2
4	Already coming out	Yet	Already
5	Community's member	No	No
6	Father's occupation	Migrant workers	Nation army

Profil of Significant Others

Tabel 2
Profil of Significant Others

No	Description	Participant (anonym)	
		Andre (D's friend)	**Ani (R's friend)**
1	Age	26	22
2	Gender	M	F

D's Parenting Experience

The parenting occurrence experienced by D is manifested in forms of parenting behavior, including control and monitoring, support and involvement, communication, closeness, and discipline. Like children in general, D's childhood was passed by various rules that his parents applied. These rules were not only given to D but also to his sibling. As a result, D's parents manage many things, from studying, playing, and eating. D conveyed this in the following interview excerpt:

"Yes, regarding study hours, playing hours, eating hours maybe too much, mmmm let me be disciplined" (S1-W1: 219-220).

D's parenting experience made him feel uncomfortable. D felt that what his mother had done was too much. The limitations that are given seem to restrict his freedom. Especially when the mother is also involved, D's sister is taking care of her. As illustrated in the following conversation excerpt:

"Even more overprotective of me, maybe because I was a small child so my mother demanded that my sister also almost protect me too, so it is almost like she is overprotected" (S1-W1: 212-216).

Until now, D's mother still applies the existing rules. For example, D must eat at the appointed time, and sleep must be on time. Even when D wants to play with friends in a location not too far from home, D's mother monitors whom she goes with and when she will return. As conveyed by a friend of D in the following interview:

"If the problem of eating is taken care of, it must be on time, sleep, play, with parents' permission. Especially at the beach, even though it is close, you have to get parental permission. With whom, when, do not come home for a long time" (SO1-W1: 72-75).

D's parents are also supportive and involved in things that D cannot do in his upbringing. However, the mother who is primarily involved in daily life is the father. In contrast, the father who works abroad is not directly involved in D's daily life. Fathers will usually monitor their children through the mother. It was revealed in the following interview excerpt:

"Yes, sometimes, in the past, the telephone was not as rich as it is now, now you can directly call to ask how things are or if there are any other activities. However, if you used to ask your mother, then your mother would explain." (S1-W1: 180-184).

When facing school exams, usually D's parents provide challenges. The challenge given is that if D can win the class, his parents will provide him with a prize. Parents do this to encourage D to be more accomplished. As D stated in the interview notes below:

"Until junior high school, for example, if you get the top three, you will usually be challenged before the exam." (S1-W1: 420-423).

Like children in general, D has also been involved in fights with his playmates. Even though children fight, they often include parents. When it comes to involving

parents, D's mother usually intervenes to solve the problem. The mother usually invites D to her friend's house to apologize. It was illustrated by D's expression below:

"At that time, mother was outside and not at home, suddenly her parents came and told her, and when she found out she had finished, she was invited to her house to apologize" (S1-W1: 446-449)

The mother also often helps D in completing the tasks assigned by the school. If D gets a difficult skill task, usually the mother will prepare the equipment needed. Mother will try and look everywhere until the materials needed in the craftsmanship can be collected. Following D's statement below:

"What if the materials have not been found, the mother is looking for them. Where is that? Tomorrow there should be something like that" (S1-W1: 478-479).

According to D, parents do not know much about what they do in their daily lives. Parents are more involved in material matters. For example, when D needed money, then he told his parents. However, D does not talk when D is involved or has a problem that is not related to this. D

expressed this in the interview excerpt below:

"The role of parents is only to support in terms of material because for other things; you do not know too much, right? I do not know. However, especially if you do not know too much about problems in education if there are problems related to new materials, parents can help you." (S1-W1: 515-522).

Parents also rarely ask about D's daily activities. Although sometimes parents know when D has a problem, parents rarely ask further and usually just let it go. D expressed this in the interview excerpt below:

"Maybe you know, but it is not too much of a dig, it is just left like that. I do not tell myself, I do not talk more myself." (S1-W2: 140-141).

D's parents often only ask about physical health when D's condition looks sick or he has a fever. However, parents rarely ask about other problems that are being experienced. D explained this in the following interview excerpt:

"No, if it was not for illness, he rarely asked questions" (S1-W2: 160-161).

D was not only secretive about the problems he faced, but he also rarely told his

parents about the mistakes he had made. However, when she finds out that D made a mistake, she usually invites her to talk about what caused it. After that, the mother will advise not to do it again. As stated in the following interview excerpt:

"Usually we are asked why, when the reason is acceptable, we give advice" (S1-W2: 34-35).

On the other hand, when D won a competition, his parents showed their joy. Parents usually congratulate D on what he has achieved. D exposed this in the following interview excerpt:

"I am happy if my child gets a winner, but it is not too much; at least it is just congratulating him" (S1-W2: 117-119).

D does not inform everyone about the problems he faces old because they tend to feel uncomfortable. In addition, D thinks that it is not easy to tell others a problem, especially his parents. D expressed this in the interview excerpt below:

"Yes, basically, it is not easy to tell something to other people, especially to parents, there must be a feeling of discomfort in anything if it is with parents" (S1-W2: 154-157).

The presence of D's father, who works abroad, makes the intensity of their meeting very rare. They used to meet only once a year when his father was on leave. In D's life, the mother figure is more involved in parenting. It made D feel closer to his mother than his father. As recorded in the interview excerpt below:

"So meeting him is rare, almost once a year we can only meet, so in the end, the one who meets the most is mother" (S1-W1: 170-172).

The intensity of the meeting, which is only once a year, also impacts D. He felt awkward when communicating with his father. Finally, when D wants to share with his father, it will be conveyed through his mother. As revealed in one of the following interview sessions:

"Yes, maybe because we rarely see each other, so the communication is a bit awkward, so far the father has been monitoring his child through the mother" (S1-W1: 175-177).

R Parenting Experience

R spent his childhood in the Indonesian Army dormitory where his father served. A dormitory environment has many rules that every resident must obey, likewise with the R family. R's parents also made rules that R had to follow. The rules are given regarding playtime, study, and sleep.

R revealed this in the interview excerpt below:

"In the past, it was not really like this, because it was in the Indonesian Army complex, so automatically the status with other people was almost the same in principle, so if you play, for example, come home from school and keep playing until, in the afternoon, the evening is back again, there are no rules like anything else" (S2-W1: 166-170).

R's father played a significant role in making the rules imposed on him. The rules are made in the form of daily activities that R must carry out. Usually, these rules will be written on a board that is used as a daily schedule. The daily schedule also includes R's school schedule. So that R's daily activities have been written on the board. R revealed this in the interview excerpt below:

"If my father does not, it is not like that, only if, for example, during a new teaching session, the father likes to make this like a schedule for you for one week, what do you have to do and continue your lesson for one week, whatever it is. The schedule will be made later. What are you doing from morning to night? So what

do you do when you are on vacation, then it is because there is a little art, so it is drawn like that, so it is a good thing, you know" (S2-W1: 323-330).

Mother usually helps in completing school skills assignments, which cannot be done alone. Mother's help in the form of giving an example to R on how to make assignments. The mother gave an example one or two times until R understood how to make it. As illustrated in the following interview excerpt:

"If the response was usually like this before, what kind of task would you have? For example, if you knew, you would immediately give an example. Back in elementary school, when I used to make paper lanterns, I did not know how to do it, how do you do it, what is the name, that mother brought a glass lid and drew it like this, yes yes, continue given the example of the two, kept already, yes I "(S2-W1: 303-310)

R's mother is always there when Friends hassles R to tears; because R is a cry-baby, his mother usually advises him not to cry anymore. However, over time, R finally realized that crying would make his friends annoy him even more. R expressed this in the interview excerpt below:

"When I was a child, it was easy to cry, so if you say something a little, what do you do when you cry a little. You do not have to cry like that, do not be like that. Then you will be called a cry-baby again with friends. So, from that point on, it is okay to start being brave. From there, I feel that someone here is here to help, so why are you crying? Why cry" (S2-W2: 30-35).

R's parents also provide support when R excels. For example, once, when R won a championship, his parents were happy and supported him. The support given is in the form of motivation so that R can improve his achievements. As illustrated in the following interview excerpt:

"Because in my family, it is not a family that, for example, if there is a winning championship, it is always celebrated, it is never like that either, so once you get rich, oh yeah, tomorrow it will be improved again, tomorrow it will be serious again. Make it better. At least it is just like that, not too much, hurray champion, it is not. Just normal" (S2-W1: 294-299).

When he entered college, R felt that he was more in touch with his mother. Usually,

R is asked about the daily activities carried out by his mother. But not so with his father. R communicates with his mother more often than his father. R revealed this in the interview excerpt below:

"Now we are a little closer with my mother because I do not know why we are getting closer. Before, you were lazy to call or what, if now it is just sometimes, what are you doing? I like to share things that are not important, but now the communication is more intensive than before." (S2-W1: 80-84).

R feels closer to his mother because his father often left to work outside the city since childhood. R's father moves cities in his ministry from elementary school until now, so he rarely gathers with his family. For example, when his father served on the island of Java, R met with his father once a week. Then when his father served in Ambon, R only met once a month. As revealed by R in the following interview:

"When I was a child, I only used to contact you by phone, ask how it is and how is school, that is all. The problem is that back then, in elementary, middle, and high school, the service was still not too far away, only in Java, once in Semarang, once

in Tegal, I mean no, I mean, that week you can still go home" (S2-W1: 134-139).

Since childhood, R has been closer to his mother because he often interacts. Meanwhile, R feels less cared for by his father because he is often out of town in his service. However, her mother always shows great care, so R feels that her attention is sufficient. R revealed this in the interview excerpt below:

"When I was little, I was more like my mother, because I do not know why, hm, since I was small until now, it is my mother who likes to share it, if you do not care, I go to my mother. So, what is the problem, hm, I do not know why like ee, because father often leaves him, where does he go, out of town. So it is like you are busy, right, so it is like. Oh, what am I doing? Hmm, I do not feel like I do not care enough from my father if my mother is enough, okay?" (S2-W1: 206-213).

Until now, R has been chatting with his mother more often. It is because R's father's busy schedule as a member of the TNI made him often out of town. Usually, the things discussed with the mother are general matters, not personal ones, because

R is a child who does not talk easily. As illustrated in the following interview excerpt:

"When it comes to venting, it is not about venting about what it is; at least it is just talking to mom, but for example, I am not the type of person who is open to parents. If there is something you need, do not open it; if you do not have one, that is fine" (S2-W1: 251-252).

When R has problems, he usually tells his friends - his best friend. It is because R feels that friends are closer than parents. This feeling was caused by R's friends often going together and often sleeping together at R's boarding house, even though they were in different majors. As quoted in one of the following interviews:

"Usually it is mostly friends, only friends" (S2-W1: 369) *"Friends because I do not know why, college is the same, even though different majors, they often play together here. I like staying overnight, right, so I feel like someone is closer than my family."* (S2-W1: 371-374) *If you tell your friends, and even then, if you are angry with your friends, you have problems with your girlfriend, money problems too. I often do, sir, because*

R usually hangs out like that. Wasteful people, just like his friends (SO2-W1: 94-97).

Discussion

Parenting Experience

Parenting is the responsibility of parents in meeting the basic needs of children and training them with essential life skills. Parents must also provide the best for their children's lives, meet their psychological and emotional needs, and provide the best educational opportunities (Lestari, 2016).

D and R's parents have carried out their duties as caregivers by providing basic needs in food, shelter, and life skills as provisions for their children. Likewise, with children's material needs, parents always meet the needs of D and R, whether their children ask for it or not. In addition, in terms of providing opportunities for education, D and R's parents support and provide funds so that their children can pursue higher education. Meanwhile, in

terms of psychological and emotional needs, R and D did not feel satisfied. In this case, both participants felt that their parents only supported economic needs; they did not have a strong enough closeness to share any problems (*S1-W1: 515-522. S1-W2: 140-141. S2-W1: 323-330*).

Furthermore, Lestari (2016) stated that there are forms of parenting behavior in the parenting process. For example, forms of self-parenting behavior include:

a. Control and monitoring

Control is the limits of a child's behavior that are clearly stated in parenting. In both participants, control and monitoring came from the mother and sister, who were female (S1-W1: 219-220. S2-W1: 312-318. *S2-W1: 323-330. S2-W2: 30-35*). Inline, McHale et al. (2001) expressed that the behavior that distinguishes gender comes from the father and his siblings. It means, if an individual has a brother, it will be affected by masculinity, and vice versa; if an

individual has a sister, it will be affected by femininity. In this case, both participants had a sister who participated in supervising and disciplining childhood. So that indirectly makes the two participants have a feminine nature.

Furthermore, Lestari (2016) stated that control is divided into psychological control and behavioral control. Psychological control is a coercive control of children's psychological and emotional development, including thinking processes, self-disclosure, emotional expression, and attachment to parents. Both the D family and the R family apply the two existing controls; it is just that the D family is more dominant in psychological control. Meanwhile, in the R family, more emphasis is placed on behavioral control. It can be seen from the various disciplines that R must carry out according to his father's schedule (*S1-W1: 175-177*. S2-W1: 312-318).

In addition, in another theory, it is explained that fathers influence children to play roles according to gender by dictating and educating personally. In addition, fathers also influence the development of their children through appearance, where their appearance is a role model for their children in daily interactions and attitudes (Romlah et al., 2020). Following the theory above, in D and R, it appears that the father's role does not seem optimal in daily interactions. The father does not appear to dictate and educate personally but only provides control and monitoring represented by the mother *(S1-W1: 180-184. S1-W1: 212-216. S2-W1: 303-310. S2-W2: 30-35).* Therefore, it makes the child not have a father figure who should be a role model in everyday life through the appearance that appears in front of the child.

b. Support and involvement

Parental support is an interaction developed by parents with warmth, care, and

various positive feelings of parents with their children. Parental support positively impacts self-esteem, decreases aggressive behavior, life satisfaction, and academic achievement. D's mother is a figure who is always there when D needs her support, in contrast to her father, who rarely supports her directly in D's upbringing (*SO1-W1: 72-75. S1-W1: 180-184. S1-W1:446-449. S1-W1: 478-479*). When experiencing a problem, both D and R prefer to talk to their friends than their parents. The reluctance to tell stories related to the problems faced makes parental support in solving the problems faceless. They feel that their parents are only supportive of matters pertaining to the economy. In contrast, for the personal issues they experience, their parents are not much involved (*S1-W2: 154-157. S1-W1: 515-522. S2-W1: 80-84. S2-W1: 134-139*).

Parents' lack of support harms children and causes adverse impacts: the emergence of aggressive behavior, decreased self-esteem, life satisfaction, and academic achievement. It happened to both participants, D and R. However, in this case, D tends to be a person who lacks self-respect, while R has decreased academic achievement. Therefore, they need parental involvement in four dimensions: at school, at home, in the child's personal life, and in cognitive activities (Lestari, 2016).

Parental involvement in four dimensions improves the quality of relationships in the family. However, in contrast to what was experienced by the two participants, their fathers were less involved in the four dimensions mentioned. Therefore, the quality of the relationship with the father tends to be less good. This pattern causes the participant to look for another figure as a role model, namely the mother. In addition, the impact of this parenting is on the participant's gender development because the father's

involvement guarantees the child to behave following his gender role (Santrock, 2012).

c. Communication

According to Lestari (2016), communication in parenting is divided into controls and supports communication. Controlling communication reinforces parental authority over children, while supportive communication includes encouraging, approval, affection, assistance, and cooperation. In both participants, communication support from parents is classified as lacking because parents rarely ask when their child has a problem. In addition, the two participants also felt more comfortable and often told stories to their friends or kept to themselves rather than telling stories to their parents (*S1-W1: 515-522. S1-W2: 140-141. S1-W2: 160-161. S2-W1: 369. SO2-W1: 94-97).*

The two communicate more intensely with the mother than with the father. Since birth, her father has worked abroad, and R was also left by her father to serve outside the city. The usual communication is also indirect because the fathers of the two participants work far away. Both D and R used the telephone to communicate with their father (*S1-W1: 170-172. S1-W1: 175-177. S2-W1: 206-213. S2-W1: 206-213).* The limited-time with their father made the two participants feel a sense of distance and discomfort. Even though fathers should also take care of their children at home, this results in a very minimal amount of time in parenting so that communication between children and fathers does not run smoothly. These obstacles indirectly result in the lack of a learning process for the father figure. As a result, there is no transfer of masculinity values from the father. The participant also only communicates with his mother and older sister; therefore, the transfer of values obtained is the opposite (Prastiyani, 2017).

d. Proximity

According to Lestari (2016), closeness is an essential aspect in parenting that results in child satisfaction in family activities. Closeness includes intimacy, self-disclosure, and positive affection. Closeness shows the existence of interdependence and a feeling of connection between parents and children. The intensity of the little encounter with the father made him feel closer to the mother in both participants. She took care of him every day. Furthermore, the two participants were not very close to their family members, either father, mother, or sibling. Both tend to be closer to their friends on campus. D and R are used to telling their close friends the problems they face, while it is only limited to lectures with their parents (*S1-W2: 80-81. S2-W1: 371-374*).

Based on these facts, the two participants did not feel satisfied in interactions with families. It is caused by the proximity of the participant, which is the only surface. Relationships with family do not reach the stage of closeness which includes intimacy, self-disclosure, and positive affection. Participants feel awkward when they have to talk about personal problems. In addition, the two participants also did not show any interdependence and feelings of connection with their parents, especially fathers (*S1-W1: 170-172. S1-W1: 175-177. S1-W2: 154-157. S2-W1: 206-213*).

Koentjoro & Andayani Budi (2004) explained that if a child is intimate with parents of the same sex, for example, a boy with his father and a girl with his mother, then the development of behavior patterns according to sex is normal. However, it is different from what was experienced by the two participants, and they generally did not have an intimate relationship with the father. The intimacy exists only with the mother figure. Both participants have a pattern of behavior development that is not according

to gender. They imitate their mother's behavior.

e. Disciplining

Discipline is one of the efforts made by parents to control the behavior of children. Discipline aims so that children can obey applicable regulations, reduce deviant behaviors, and encourage children to have the competence to self-regulate (Lestari, 2016). Mothers give strict rules to train their children to do self-regulation. Discipline carried out by parents is related to two dimensions, namely moral affection and moral knowledge. Even though a child knows right and wrong, a child only shows moral behavior if a figure controls it. It is different if moral affection develops, then moral values will be internalized in children, which results in a child being steadfast in moral behavior even though no parents are watching him.

Following what was explained by Lestari (2016) on D and R, what developed was moral knowledge. The D and R behaved well and did not violate moral values when they were among their families. Then when they are in an outside environment far from parental control, both of them again show sexual orientation deviations (*S2-W1: 379-383*). In addition, another theory explained that boys in their development towards adulthood are influenced by family situations, depending on who has more role in the family. If the mother's position is dominant, it can cause the child to think that the father is not a role model. This situation for boys will result in showing less attitude as a man (Mahdi, 2015). Based on the facts that happened to the two participants, the mother figure is more dominant in the discipline. Mother is a person who takes care of all the participant's needs, applying daily and weekly rules. It causes the two participants to think that father is not a role model. This situation encourages the

participant not to act like a man (*S1-W1: 180-184. S1-W1: 478-479. S1-W2: 34-35*).

Parenting Dynamics and Risk of Gay Behavior

Based on the analysis and studies that researchers have reviewed, the causes of gay behavior are divided into three, namely biological, parenting, and social (Carneiro et al., 2017). Biological factors are gay behavior caused by abnormalities in Ellis and Ames' brain or genetic disorders (Papalia et al., 2009). Meanwhile, Romlah et al. (2020) stated that parenting factors link the causes of gay behavior to parenting, and social factors link the emergence of gay behavior to social interaction. In this study, researchers linked the causes of gay behavior to the parenting factors provided by parents. In the research conducted, there is one figure that dominates parenting, namely the mother. However, the dominance of mother parenting caused by

the father works far away not to be directly involved in the parenting process.

In both participants, the parenting experience they experienced showed that the mother's role was so dominant in everyday life. D's father abroad and R's father outside the city made the togetherness and involvement of fathers in parenting very lacking. For example, when D and R got into trouble with other children, D got into a fight, or R was bullied for being a cry-baby. The mother was always the primary gatekeeper in solving her child's problems (*S1-W1: 219-220. S1-W1: 212-216. SO1-W1: 72-75. S2-W1: 251-252. S2-W2: 30-35).* However, the role of the father is needed in parenting and education. The role is to provide an example of how a man should deal with a conflict. Through the examples taught will foster awareness of the image of masculinity in children.

Peral-Suárez et al. (2020) explained that his father often leaves a boy under five

years old, he will tend to behave less masculine in choosing games. Since childhood, children their fathers have abandoned tend to prefer games that do not involve physical activity (Hetherington, 1993). Instead, they prefer reading, drawing, or doing crossword puzzles. Both participants look very feminine in speaking style, gestures, body, and how to respond to a problem; there is no visible image of masculinity. Their speaking styles are not like men in general, who are firm but instead seem like women. The gestures of the two of them also do not reflect the attitude of men who are firm and dashing but rather like women because they are graceful. This fact aligns with Amran & Basri (2020) stated that parenting impacts verbal, physical, and sexual behavior. Both D and R are also not very interested in games and seem to avoid games related to physical or masculine impressions such as toy cars, guns, or robots. D prefers to design dresses, while R

does not like sports (*S1-W1: 238-246*). This tendency is because fathers are not directly involved in parenting, so there are no alternative games usually played by men (Amodia-Bidakowska et al., 2020).

The support and involvement of the father in the care of the two participants included very little. Fathers who are more often outside the home result in everything related to daily needs being provided by the mother. Mother's involvement is at home and in school, personal life, and cognitive activities. At home, the mother prepared all the necessities needed by both D and R; when there were skills tasks from school that D and R could not do, the mother was also involved in solving the problem. Communication that is built between the participant and his father is minimal, because usually only by telephone (*S1-W1: 219-220. SO1-W1: 72-75. S1-W1: 180-184. S1-W1:446-449. S1-W1: 478-479. S2-W1: 140-145. S2-W1: 303-310. S2-W2: 30-35).*

In contrast to mothers who face each other face to face every day, when both participants violate the rules given, the mother will communicate through advice so that the participant does not repeat. The mother also often motivates when D fails to win a competition, encouraging her son (*S1-W1: 420-423. S1-W2: 117-119).*

It also happened to R's participant; when R won a competition, his mother would congratulate him on what he achieved and motivate him to do better. In contrast to the father, who does not deal directly with the participant every day. The existing limitations caused feelings of discomfort and awkwardness in both participants and a lack of respect for the father figure in R (*S2-W1: 294-299).* Miller explains that in his psychological development, a child needs a mother figure who fulfills the need for affection and a father figure who is a balancer with his character who tends to be

assertive (Koentjoro & Andayani Budi, 2004).

The involvement of fathers in childhood socialization will significantly affect the subsequent development of children. When a father is involved in parenting, it provides a need that ensures that both sons and daughters play a role as norms exist in society. As a result, children will more easily understand social, emotional, and cognitive issues (Amodia-Bidakowska et al., 2020). In addition, when fathers are more involved in socializing boys, it will help to know the "sexual role" that distinguishes the role of men and women. When children understand their sexual roles, the tendency to engage in gay behavior is minor than children who do not understand their sexual roles. As with the involvement of fathers in the upbringing of D and R, which is very limited, in the end, it is difficult for them to distinguish sexual roles. D experienced this confusion when he

was in elementary school. In contrast, R experienced it when he was in junior high school. Then, both of them realized and knew what happened to him when he was in high school (*S1-W1: 270-276*. S2-W1: 341-343).

Closeness, an essential aspect of parenting that results in children's satisfaction in family activities, is also not seen in the relationship between D and R and their father. Both participants felt closer to their mother or their friends than their father. It can be seen that when D and R talk about the problems they face, they are usually happier when they have to talk to their friends or their mother (*S1-W1: 180-184. S1-W1:446-449. S1-W1: 478-479. S1-W2: 34-35. S1-W1: 170-172. S1-W1: 175-177).* In comparison, children need a picture in solving a problem through the mother and the father. Closeness to both parents tends to cause a child to behave according to the norms that exist in society. Concerning gay

behavior, the relationship between parents and children tends not to be attached, not open, and has an authoritarian parenting pattern (Romlah et al., 2020).

In addition to studies examining the effects of fatherlessness on gender identity development, many studies focus on the association between father absence and self-esteem in children and adolescents. Self-esteem is the evaluation of self-concept (the psychological equivalent of self-image) along with a like-dislike dimension image. More specifically, self-esteem is defined as the extent to which one perceives oneself as relatively close to being the person one wants to be. Furthermore, as relatively distant from being the kind of person one does not want to be, personal qualities are positively and negatively valued (de Lange, 2011). Social learning theory by Bandura (1977) postulates that children learn gender roles by observing and modeling the same-sex parent, siblings, and friends.

Santrock (2012) stated that parenting patterns provided by parents both by action and through examples psychologically significantly affect the gender development of their children. Huston (2012) also argues that the role of fathers in parenting contributes more to differences in gender roles. Therefore, if the father's role in parenting is less than the mother's role, it will impact gender role deviation. Consequently, it can be concluded that fathers play an essential role in developing gender roles (de Lange, 2011). However, the involvement of the father's role in parenting experienced by the two participants was minimal. Whereas father involvement in parenting includes control and monitoring, support and participation, communication, closeness, and discipline, has a positive relationship with the impact on a child. The more involvement of a father, the more positive effects are obtained, including helping the child's mental processes,

revealing the child's identity, fostering attachment between parents and children, growing children's self-esteem, reducing children's aggressive behavior, and increasing satisfaction. As a result, life improves academic achievement, enhances the quality of family relationships, and minimizes behavior that violates societal norms, such as gay behavior.

Conclusion

In the parenting and education patterns that both participants experienced, the father figure plays a minor role because it is not always at home. In parenting, mothers had domination in control, communication, closeness, and discipline. As a result, both participants lost their father figure, and both mothers had an authoritarian parenting style. Meanwhile, in R's participant, the father has an authoritative parenting style. The father has a small role in support and involvement, whereas the mother figure plays a full position. In terms of communication, both

participants were more comfortable communicating with their mothers than their fathers. The lack of father parenting and the more dominant mother resulted in unbalanced attention in control, communication, closeness, and discipline. Unstable parenting patterns impact the absence of examples of how a father controls, communicates, and penalties. There are no masculine values obtained from a father. The two subjects only learned values and roles and imitated them from existing figures, namely their mother and older sister. The more dominant part of parenting caused the examples of figures that can be replicated by the two participants only came from one source, causing them to have gestures, speech styles, and daily activities that tend to be feminine. Non-ideal parenting conditions that last for years lead to confusion about gender roles and sexual orientation, which tend to be attracted to the same sex.

For further research, these are some records. First, it is necessary to explore data from other aspects, such as the social environment, close relationships, and biological characteristics. Second, this study only interviewed a close friend of the respondents as the significant others. However, it is crucial to involve parents as significant others as well to obtain a comprehensive picture. Third, researchers must involve more participants in the data collection process to obtain more varied and complex data in further research. Finally, an exciting theme to study is the process of coming out and the dynamics when deciding to return to being heterosexual.

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