

The Effect of Father and Child Bonding on Children's Emotional Development Through Emotion Regulation as a Mediating Variable

Nurul Ida Rachmawati¹, Arsan Shanie²

¹²Universitas Islam Negeri Walisongo Semarang; Indonesia
Correspondence Email; naidarachma@gmail.com

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Abstract

Emotional development is a crucial aspect of children's growth during the elementary school phase. Children's emotional development is influenced by various factors, including emotional bonding with the father. This study aimed to analyze the effect of father and child bonding on children's emotional development, with emotion regulation as a mediating variable. This study employed a quantitative correlational design, with 46 student cases as the primary unit of analysis and 46 fathers and 3 teachers serving as triangulation sources. Questionnaires were used to gather data, and IBM SPSS 27 was used to analyze the data using multiple linear regression, path analysis, and the Sobel test. The results showed that father and child bonding significantly affected emotion regulation, and emotion regulation significantly affected emotional development. Emotion regulation significantly affected emotional development ($\beta = 0.680$, $t = 4.410$, $p < 0.001$), whereas father and child bonding did not directly affect emotional development ($\beta = -0$ a significant indirect effect through emotion regulation ($z = 3.936$), indicating full mediation. These findings highlight emotion regulation as a key mechanism linking father and child bonding to children's emotional development. Therefore, parents, schools, and school counselors should strengthen children's emotion regulation skills through collaborative parenting, emotional support programs, and school-based counseling interventions.

Keywords

Emotional Development, Emotion Regulation, Father and Child Bonding.



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INTRODUCTION

Emotional development is a crucial aspect of the growth and development of elementary school-aged children. At this stage, children not only experience cognitive development but also begin to learn to recognize, understand, and manage the various emotions that arise in everyday life (Santrock, 2014). Well-developed emotional skills will help children build positive social relationships, increase self-confidence, and support success in facing academic and social demands in the school environment (Hidayah & Khadijah, 2023). Conversely, suboptimal emotional development can lead to various problems such as difficulty controlling emotions, irritability, low adaptability, and difficulty interacting with peers. According to Ayuni et al. (2026), children's emotional development is influenced by a variety of environmental elements, especially the family, which is a child's initial environment. Children first learn to identify emotions, communicate their feelings, and know how to react to emotionally charged circumstances through interactions within the family (Dwistia et al., 2025). A warm, responsive relationship between parents and children provides a sense of security that is crucial to a child's psychological development (Ainsworth et al., 2015; Bowlby, 1979). To guarantee healthy emotional development, a solid emotional support network and suitable parenting are therefore essential.

While the father's position is frequently seen as being restricted to meeting the family's financial needs, the mother's part is frequently given more priority in parenting practices when it comes to children's emotional development. But in addition to financial obligations, parental engagement has a big impact on kids' social and emotional growth (Amseke, 2025). Fathers not only act as breadwinners, but also provide emotional support, model adaptive behavior, and help children develop self-confidence and psychological resilience (Harris, 2010; Lamb, 2010a). Active father involvement allows children to experience emotional security and positive interpersonal interactions that contribute to healthy emotional development.

Father-child bonding, which is defined as the emotional intimacy developed through friendly encounters, honest communication, and active engagement in children's everyday activities, is a significant type of parental involvement in child development (Bowlby, 1979; Majid & Abdullah, 2024). This emotional closeness provides opportunities for children to learn through modeling processes, in which children observe how father express emotions, manage conflicts, and cope with stress in daily life. Through these interactions, children gain emotional experiences that are important for developing emotion regulation skills (Gross, 1998; Rahma et al., 2024).

The problem of fatherlessness a state in which children have little paternal engagement in their everyday lives has emerged in recent years, coinciding with an increase in studies on the importance of fathers in child development. Fatherlessness does not always refer to the physical absence of a father, but may also indicate emotional disengagement despite physical presence (Majid & Abdullah, 2024). This condition may be influenced by work demands, changes in family structure, and parenting patterns that position fathers as relatively distant figures in daily caregiving. Consequently, children may miss out on important paternal contributions to their emotional and social development.

One important skill closely related to a child's emotional development is emotion regulation, the ability to recognize, understand, and control emotions (Annisa, 2023; Eisenberg, 2000; Thompson, 1994). Emotion regulation allows children to express their feelings appropriately according to the situation at hand, so that the emotions they encounter do not negatively impact themselves or others. During elementary school, emotion regulation skills become increasingly important as children begin to face more complex social and academic demands. Emotion regulation skills are developed through consistent and responsive social interactions, particularly within the family environment (Morris et al., 2007). Parents serve as primary role models, helping children recognize, label, and manage emotions appropriately (Gusmanianti et al., 2025). In this regard, the presence of a responsive and emotionally involved father can be a valuable learning experience for children in developing their emotion regulation skills.

The connection between father engagement and children's emotional development has been covered in a number of earlier research. According to Winahyu et al. (2021) research, 14.3% of teenage boys' emotional intelligence was explained by perceived parental participation, suggesting that active paternal involvement promotes emotion control and self-assurance. Additionally, Harris (2010) discovered that active paternal participation enhances preschoolers' social-emotional skills, such as self-esteem and emotion management. In a similar vein, Lamb (2010) noted that fathers had a significant influence on children's psychological resilience and emotional competence. While Rizha et al. (2025) discovered a favorable correlation between father-child connection and children's emotional development, Rahma et al. (2024) found that parenting quality influences children's emotion regulation through family interaction patterns. Furthermore, Syakura (2025) showed that children's social-emotional development is supported by active father participation.

However, the majority of earlier research has focused on the direct connection between children's emotional development and father participation. The psychological mechanisms underpinning this association, particularly the mediating role of emotion regulation in primary school children, have not been thoroughly studied. In order to fill this research gap, this study looks at emotion regulation as a mediating factor between children's emotional development and father-child connection.

This study employed a quantitative approach, using multiple linear regression, to examine the effect of father-child bonding on children's emotional development, with emotion regulation as a mediating variable. The study was conducted among students in grades IV-VI at Nurul Islam Ngaliyan Islamic Elementary School, involving fathers, students, and teachers as data sources. The objectives of this study were to analyze: (1) the effect of father and child bonding on children's emotion regulation, (2) the effect of emotion regulation on children's emotional development, and (3) the direct and indirect effects of father and child bonding on emotional development through emotion regulation as a mediating variable.

Hypotheses

Based on the theoretical framework and findings from previous studies, the hypotheses proposed in this study are as follows:

H1: Father-child bonding significantly affects children's emotional development.

H2: Father-child bonding significantly affects emotion regulation.

H3: Emotion regulation significantly affects children's emotional development.

H4: Emotion regulation mediates the relationship between father and child bonding and emotional development

METHOD

This study employed a quantitative correlational design. The analytical model used was multiple linear regression analysis to examine the influence of variables (Sudariana, 2021). Furthermore, the Sobel test is used to determine the mediating role of emotion regulation (Abu-Bader & Jones, 2021). Data were collected through questionnaires distributed to fathers, students, and teachers. This study involved 95 respondents: 46 students, 46 fathers, and 3 classroom teachers. However, the primary unit of analysis was 46 student cases (N = 46). Fathers completed the father-child bonding questionnaire to assess paternal involvement and emotional closeness

with their children. Students completed the emotion regulation questionnaire to measure their ability to recognize, control, and express emotions appropriately. Meanwhile, teachers assessed children's emotional development because teachers were considered capable of observing children's emotional behavior, social interaction, emotional stability, and self-control in the school environment. Thus, fathers and teachers served as complementary data sources to strengthen the validity of the student data. Therefore, all statistical analyses were conducted based on student data (N = 46). The sample was determined using a total sampling technique. This study examined three variables: father-child bonding (X), emotion regulation (Z), and children's emotional development (Y). All variables were measured using a four-point Likert scale.

The indicators used in this study were developed based on several theoretical frameworks and previous studies. The father-child bonding indicators were adapted from attachment theory proposed by Bowlby (1979) and from paternal involvement theory by Lamb (2010). The emotion regulation indicators were adapted from Gross's (1998) emotion regulation theory, while the emotional development indicators were based on Erikson's (1963) psychosocial development theory. The questionnaire contains 59 items with the following indicators:

1. Father and child bonding (X)

Father-child bonding is the emotional closeness between a father and child, demonstrated through the father's presence, attention, communication, and involvement in the child's life.

Table 1. Indicator Father and Child Bonding

Indicator	Sub Indicator
Father's presence	Father spends time with his child
Dad's attention	Father pays attention to the needs and feelings of the child
Communication	Children feel comfortable telling their fathers stories.
Emotional support	Father calms and encourages when the child is sad and angry
Involvement in activities	Fathers are involved in their children's learning, playing, or daily activities.

Source: Adapted from Bowlby (1979) and Lamb (2010)

2. Emotion Regulation (Z)

Emotion regulation is a child's ability to recognize, control, and express emotions appropriately in various situations.

Table 2. Indicator emotion regulation

Indicator	Sub Indicator
Recognizing emotions	Children are able to recognize the feelings they are

Controlling emotions	experiencing Children are able to hold back excessive anger or sadness.
Calm yourself down	Children are able to calm themselves down after being disappointed or angry.
Expressing emotions appropriately	Children can express their feelings well.
Facing conflict	Children can find solutions without expressing excessive emotion.

Source: Adapted from Gross (1998)

3. Emotional Development (Y)

Emotional development is a child's ability to express emotions in a mature manner, relate well to others, and maintain emotional stability in everyday life.

Table 3. Indicator of Emotional Development

Indicator	Sub Indicator
Emotional stability	The child does not get angry easily or cry excessively.
Self-confidence	Children dare to express their opinions and appear in front of many people.
Empathy	Children care about their friends' feelings
Social relations	Children are able to socialize and work together
Self-control	Children are able to control their behavior when they are emotional

Source: Adapted from Erikson (1963)

Data analysis was carried out using software IBM SPSS 27. Before further analysis, the data were subjected to reliability and validity tests to ensure the research instrument was appropriate and consistent for repeated use. Based on the results of the reliability test using the Cronbach's Alpha model, the father and child bonding variable (X) obtained a reliability of (a) .868. Meanwhile, the emotion regulation variable (Z) obtained a reliability of (a) .898 and the child's emotional development variable (Y) obtained a reliability (a) .838. Based on the reliability test results, the three variables can be considered reliable. Then the researcher conducted a validity test on 59 questions, all of which had corrected item-total correlations > .304 and were deemed valid.

After conducting reliability and validity tests, the researchers proceeded to classical assumption tests, including normality, multicollinearity, and heteroscedasticity. Classical assumption tests are statistical requirements for a linear regression model to assess whether classic problems such as data non-normality, weak linear relationships, and non-constant residual variance are present. If the data pass the classical assumption tests, they can be analyzed using linear regression to test the direct effects between variables, while mediating variables are tested using path analysis. or a mediation test to determine the role of emotion regulation in mediating

the relationship between father and child bonding and emotional development. The analysis results were then interpreted to draw conclusions in line with the research objectives using regression-based statistical procedures (Darma, 2021).

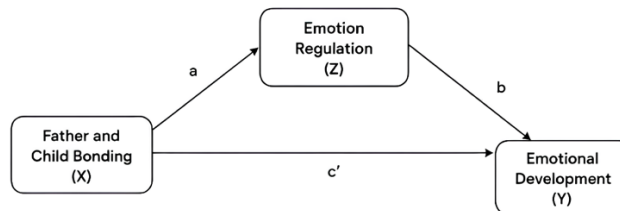


Figure 1. Research Model
Source: Developed by the researchers

Legend:

- | |
|---|
| x |
| X |

 Father and Child Bonding (Independent Variable)
- | |
|---|
| X |
|---|

 Emotion Regulation (Mediating Variable)
- | |
|---|
| Z |
|---|

 Emotional Development (Dependent Variable)
- a : Effect of X on Z
- b : Effect of Z on Y
- c' : Direct effect of X on Y
- (a × b) : Indirect effect of X on Y through Z

FINDINGS AND DISCUSSION

Findings

Many environmental and interpersonal elements, especially family interactions, have an impact on children's emotional development. Using emotion regulation as a mediating variable, the researchers looked at the impact of father-child attachment on children's emotional development. To make sure the regression model satisfied the necessary statistical assumptions, a number of preparatory analyses were carried out before hypothesis testing.

Prerequisite Analysis Tests

Normality Test

The normality test in this study used the Shapiro-Wilk test because the sample size was relatively small (Ahadi & Zain, 2023). The results showed that all variables had p-values greater than 0.05 (X = 0.292; Z = 0.063; Y = 0.185), indicating that the residuals were normally distributed. Therefore, the regression model fulfilled the normality assumption. The results of the normality test in this study are as follows:

Table 4. Result of Normality Test

Test of Normality
Shapiro-Wilk

Variabel	Statistic	Df	Sig
X	.971	46	.292
Z	.935	46	.063
Y	.965	46	.185

Source: Processed Data, 2026.

Multicollinearity Test

All variables had tolerance values larger than 0.10 and VIF values less than 10, according to the multicollinearity test (Azizah et al., 2021). With VIF values of 2.724, the tolerance values for variables X and Z were 0.367. These findings show that multicollinearity was not present in the regression model since there was no strong linear relationship between the independent variables. The multicollinearity test results for this investigation are as follows:

Table 5. Result of Multicollinearity Test

Variabel	Tolerance	VIF	Notes
Father and Child Bonding (X)	.367	2.724	There is no multicollinearity
Emotion Regulation (Z)	.367	2.724	There is no multicollinearity
a. Dependent Variable: Emotional Development			

Source: Processed Data, 2026.

Heteroscedasticity Test

A scatterplot of the standardized residuals was used to perform the heteroscedasticity test. The findings demonstrated that there was no discernible pattern and that the data points were dispersed arbitrarily above and below zero on the Y-axis. As a result, the regression model was devoid of heteroscedasticity and appropriate for additional examination. The following figure displays the heteroscedasticity test results:

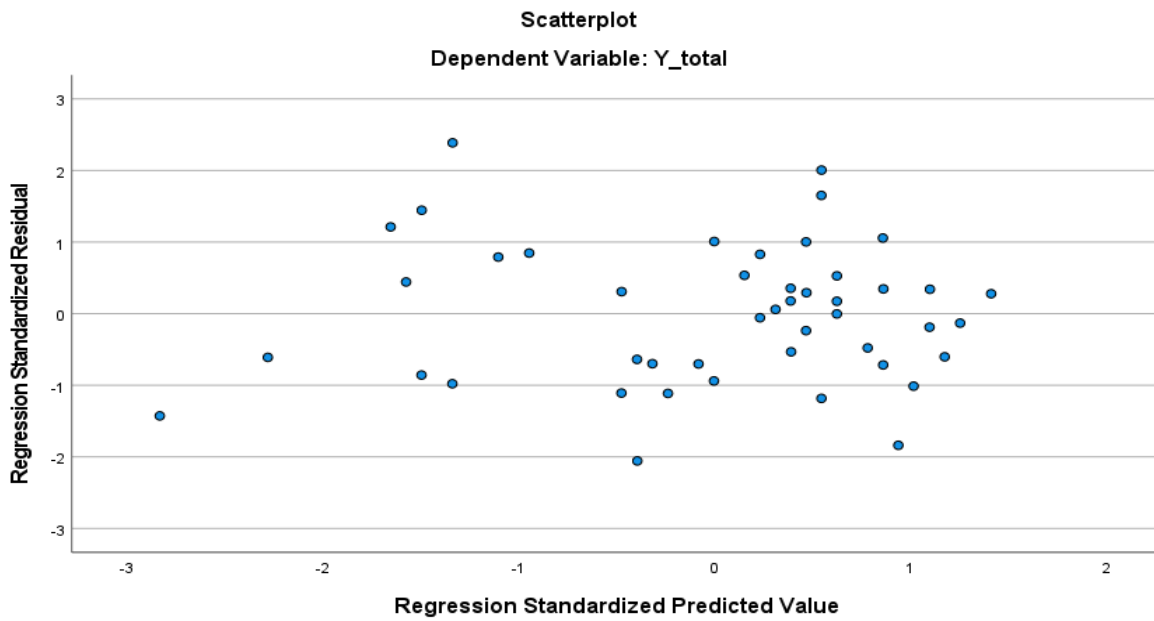


Figure 1. Scatterplot

Source: Processed Data, 2026.

The Influence of Father and Child Bonding on Emotional Regulation

Children's ability to control their emotions was positively and significantly impacted by father-child bonding, according to the regression study. With a significance level of $p < 0.001$, the regression coefficient value for variable X was 0.924. This result suggests that children's capacity to identify, regulate, and appropriately express emotions is correlated with increased emotional intimacy and father engagement.

Table 6. Regression Analysis of Father and Child Bonding on Emotion Regulation

	Coefficients		Beta	t	Sig.
	Unstandardized Coefficients	Standardized Coefficients			
Model	B	Std. Error			
1 (Constant)	8.020	6.799		1.180	.245
X	.924	.106	.796	8.708	.000

a. Dependent Variable: Z

Source: Processed Data, 2026

Based on the regression analysis, the regression equation is as follows:

$$Z = 8.020 + 0.924X.$$

These results indicate that father-child bonding significantly predicts children’s emotion regulation.

The Influence of Emotional Regulation on Children’s Emotional Development

Children's emotional development was positively and significantly impacted by emotion control, according to the regression analysis. Variable Z has a regression coefficient value of 0.680 and a significance level of 0.000 (<0.05). According to this research, kids who are more adept at controlling their emotions typically exhibit improved social skills, emotional stability, empathy, and self-control.

Table 7. Regression Analysis of Emotion Regulation on Children’s Emotional Development

Variable	Coefficients				
	Unstandardized		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
Z	.680	.154	.873	4.410	.000

a. Dependent Variable: Y

Source: Processed Data, 2026

The regression equation can be expressed as follows:

$$Y = 33.524 + 0.680Z.$$

These results confirm that emotion regulation significantly contributes to children’s emotional development.

The Influence of Father and Child Bonding on Children’s Emotional Development

The findings demonstrated that children's emotional development was not significantly impacted by father-child attachment. Variable X has a regression coefficient value of -0.341 and a significance level of 0.064 (> 0.05). The effect was not statistically significant even though the coefficient direction was negative.

Table 6. Regression Analysis of Father and Child Bonding on Children’s Emotional Development

Model		Coefficients ^a				
		Unstandardized		Standardized		
		B	Std. Error	Beta	t	
1	(Constant)	33.524	7.067		4.743	.000
	X	-.341	.179	-.376	-1.901	.064
	Z	.680	.154	.873	4.410	.000

a. Dependent Variable: Y

Source: Procesed Data, 2026.

The regression equation is as follows:

$$Y = 33.524 - 0.341X + 0.680 Z.$$

These findings indicate that father-child bonding alone was not sufficient to directly predict children’s emotional development.

The Role of Emotion Regulation as a Mediating Variable

To determine whether emotion regulation significantly mediated the association between father-child attachment and children's emotional development, the mediation study used the Sobel test. The Sobel test statistic was 3.936, exceeding the crucial value of 1.96 at the 0.05 significance level, according to the findings.

The following Sobel test formula was employed in this investigation:

$$z = \frac{a \times b}{\sqrt{(b^2 \times Sa^2) + (a^2 \times Sb^2)}}$$

Table 7. Sobel Test Result

Information	Value
a (coefficient X → Z)	0.924
Sa (Std. Error X → Z)	0.106
b (coefficient Z → Y)	0.680
Sb (Std. Error Z → Y)	0.154
Sobel Test (z)	3.936

Source: Personal data, 2026

The association between father-child bonding and children's emotional development was determined to be strongly mediated by emotion regulation since the Sobel test result was larger than 1.96. Additionally, the inclusion of emotion regulation in the regression model rendered the direct effect of father-child connection on emotional development irrelevant ($p = 0.064 > 0.05$). Consequently, the association between father-child attachment and children's emotional development was fully mediated by emotion control.

Discussion

The Influence of Father and Child Bonding on Children’s Emotional Development

The results of this study showed that children's emotional development was not significantly impacted by father-child bonding. According to the statistical analysis, the significance value was 0.064, which was higher than the 0.05 criterion. As a result, the first hypothesis was disproved, suggesting that children's emotional development was not directly predicted by father-child attachment.

This result could be explained by the fact that a variety of internal and external elements, such as social interactions, parenting styles, emotional experiences, and children's capacity to control their emotions, have an impact on children's emotional development. Despite the emotional warmth, comfort, and support that father-child bonding offers, emotional development

outcomes may not always follow from these encounters. Instead, before they may contribute to more general emotional competences, children must be able to successfully process, comprehend, and control emotional events. Emotional growth in elementary school students is demonstrated by emotional stability, empathy, self-control, and social adjustment in daily interactions, in addition to emotional closeness with parents.

Another possible explanation is that emotional development represents a broader developmental outcome that is influenced by multiple environmental and personal factors beyond father-child bonding. In the context of elementary school children, emotional development may also be shaped by maternal involvement, peer relationships, classroom interactions, and school climate. Consequently, although emotional closeness with fathers provides important emotional experiences, its influence may not be sufficiently strong to directly predict emotional development without being translated into specific emotional competencies such as emotion regulation. Therefore, the influence of father-child bonding may operate indirectly through psychological mechanisms such as emotion regulation rather than through a direct pathway.

This interpretation is consistent with recent evidence indicating that father involvement does not always demonstrate a direct association with children's emotional outcomes but frequently operates through intermediate psychological processes, including emotion regulation (Puglisi et al., 2024). The findings also support Attachment Theory proposed by John Bowlby (1979), which suggests that secure emotional relationships provide children with a sense of safety and trust that supports healthy psychological functioning. However, attachment relationships do not directly determine developmental outcomes. Instead, they shape internal working models that influence how children understand, interpret, and regulate emotional experiences. The present findings therefore extend Attachment Theory by demonstrating that father-child bonding may contribute to emotional development indirectly through children's emotional competencies rather than through a direct pathway.

The findings differ from several previous studies that reported a direct positive association between paternal involvement and children's socio-emotional development (Harris, 2010; Lamb, 2010b). However, they are partially supported by Amseke (2025), who emphasized that fathers' involvement contributes to children's social-emotional development through emotional support, guidance, and positive interactions within the family. Likewise, Rizha et al. (2025) highlighted the importance of emotional closeness between fathers and children in supporting emotional

adjustment and interpersonal relationships. The inconsistency between studies may be explained by differences in participant characteristics, research contexts, and conceptual definitions of paternal involvement. Unlike previous studies that reported direct associations, the present study suggests that father-child bonding may influence emotional development through intermediate psychological processes, indicating that emotional competencies may be more proximal predictors of emotional development than relationship quality alone.

The findings contribute to the literature by demonstrating that father-child bonding may not directly predict children's emotional development. Instead, its influence appears to depend on the development of children's internal emotional competencies, particularly emotion regulation. This result provides a more nuanced understanding of how paternal relationships contribute to children's emotional growth.

The Influence of Father and Child Bonding on Emotion Regulation

The study's result showed that father-child bonding significantly and favorably affected kids' ability to control their emotions. This suggests that children who had a closer emotional bond with their fathers tended to be better at identifying, comprehending, managing, and expressing their emotions.

One explanation could be that fathers who are emotionally connected provide their kids the chance to learn how to control their emotions via everyday interactions. Fathers set an example for how to express and control emotions in ways that are acceptable in society through communication, emotional support, encouragement, and shared activities. By watching and internalizing these exchanges, children learn emotional reactions, which progressively improves their capacity to control their emotions on their own.

The educational setting of SD Islam Nurul Islam Ngaliyan, where fathers who actively participate in their children's daily learning activities and maintain regular communication tend to provide greater possibilities for emotional interaction, may also help to explain the substantial association. Children's ability to identify, communicate, and appropriately handle emotional events may be strengthened by such encounters.

These results are consistent with attachment theory, which highlights how stable parent-child bonds offer emotional stability that promotes self-control and emotional adjustment. Children are more likely to have confidence in handling emotional difficulties if they believe their fathers are emotionally available. Additionally, the results align with the Social Learning Theory

(Bandura & Walters, 1977), which postulates that children pick up behaviors by watching and copying parents and other important adults. Children gradually develop better emotional competencies and learn appropriate methods to respond to emotional events through repeated encounters with emotionally supportive fathers.

These conclusions are supported by recent empirical research. According to Altenburger (2022), parental engagement plays a major role in helping children develop their capacity for self-regulation. In a similar vein, Rahma et al. (2024) highlighted the significance of family contact patterns and parenting quality in influencing children's capacity to control their emotions. Additionally, Syakura (2025) emphasized that through constant parental support, emotional engagement, and supportive communication, active father involvement promotes children's socio-emotional development.

The results imply that by enhancing children's ability to successfully control their emotions, father-child bonding contributes significantly to the development of emotional competences. As a result, a father's emotional participation may be a significant protective element that promotes children's healthy emotional functioning.

The Influence of Emotional Regulation on Children's Emotional Development

The results showed that children's emotional development was positively and significantly impacted by emotion control. Higher levels of emotional stability, empathy, self-control, and social competence were typically displayed by kids who could better control their emotions. This finding suggests that a key psychological component of good emotional development is emotion management.

This result could be explained by the fact that emotion regulation helps kids deal with their emotions in a healthy way and react to social settings. Children who are able to control their emotions are less likely to act impulsively or aggressively and are better at finding adaptive solutions to interpersonal disputes. As a result, they are better able to build strong bonds with family, friends, and teachers.

These results provide compelling evidence for James Gross's (1998) Emotion Regulation Theory, which contends that people actively track, assess, and adjust their emotional reactions in response to situational demands. Children that have good emotion control are able to handle emotional difficulties without losing their psychological equilibrium. The current research offers factual proof that emotion control serves as a crucial mechanism for middle childhood emotional

development and socioemotional competence.

The results are also in line with Erikson's psychosocial development theory, which highlights the significance of social competence, self-control, and confidence in children's developing processes. Effective emotion regulation increases a child's likelihood of developing positive emotional adjustment and appropriate social behaviors. Annisa (2023), who emphasized the significance of emotion regulation in assisting children in properly managing emotional events, revealed similar outcomes. Children's social interaction, self-confidence, emotional adjustment, social adaptation, and psychological well-being in educational contexts are all supported by emotional competence, according to Hidayah and Khadijah (2023).

These results support the increasing amount of research indicating that emotion regulation is a crucial aspect of children's emotional development and a crucial focus for parenting and educational interventions.

The Role of Emotion Regulation as a Mediating Variable

One of the study's most noteworthy conclusions is that the relationship between father-child attachment and children's emotional development is largely mediated by emotion control. The indirect effect was statistically significant, according to the Sobel test result of 3.936. Additionally, the direct impact of father-child bonding on emotional development became statistically negligible ($p = 0.064$) once emotion regulation was incorporated into the regression model. According to these results, emotion regulation served as a complete mediating variable.

The findings suggest that father-child bonding contributes to emotional development by helping children develop the capacity to regulate emotions effectively. Emotional closeness with fathers provides children with emotional security, guidance, and behavioral models that facilitate emotional learning. These experiences strengthen children's emotion regulation abilities, which subsequently promote broader emotional competencies such as emotional stability, empathy, self-control, and social adjustment.

From a theoretical perspective, the findings provide empirical support for the integration of Attachment Theory and Emotion Regulation Theory. Attachment relationships create the emotional foundation necessary for healthy psychological development, whereas emotion regulation serves as the internal mechanism through which emotional experiences are transformed into developmental outcomes. Thus, father-child bonding does not directly influence emotional development but exerts its influence through children's emotion regulation capacities.

The results are in line with other research showing that emotion management plays a crucial role in the relationship between parenting styles and kids' developmental outcomes. In a similar vein, Baihaqi et al. (2025) discovered that the association between father participation, father-child bonding, and children's social maturity was mediated by emotion control. Additionally, Rahma et al. (2024) showed that through emotion regulation processes, family interaction patterns affect children's emotional outcomes. Similarly, Puglisi et al. (2024) proposed that regulatory processes rather than direct channels are often responsible for the impact of father participation on children's socio-emotional outcomes. As a result, the current research adds to the expanding corpus of research highlighting the mediating function of emotion regulation in infant development.

The identification of emotion regulation as a complete mediating mechanism between father-child connection and children's emotional development among elementary school students is what makes this study novel. The current study shows that the relationship functions indirectly through children's ability to regulate their emotions, whereas prior research has mostly concentrated on the direct impact of paternal participation on socio-emotional outcomes. This study offers a more thorough explanation of how father-child connection influences children's emotional development by combining Attachment Theory and Emotion Regulation Theory into a unified mediation paradigm. The psychological mechanism by which father emotional engagement translates into children's emotional competence and developmental outcomes is made clearer by the identification of emotion control as a complete mediating variable.

Practically speaking, the results imply that increasing father engagement should not be the exclusive goal of programs meant to enhance children's emotional development. Additionally, more focus should be placed on developing kids' ability to control their emotions through school-based socioemotional learning initiatives, supportive parenting techniques, and emotional coaching. Children may have regular opportunities to practice adaptive emotional reactions in a variety of social circumstances if fathers, educators, and school counselors work together.

CONCLUSION

Four key conclusions on the connections between children's emotional development, emotion management, and father-child attachment were drawn from this study. First, children's emotional development was not significantly impacted by father-child attachment. These results

suggest that children's emotional development cannot be directly influenced by dads' emotional intimacy alone. Second, children's ability to control their emotions was positively and significantly impacted by father-child bonding. This research demonstrates that children's capacity to identify, regulate, and appropriately express their emotions is influenced by warm relationships, emotional support, and active parental participation. Third, children's emotional development was positively and significantly impacted by emotion management. Children with strong emotional regulation skills typically exhibit higher levels of emotional stability, empathy, self-control, and social adjustment. Fourth, the association between children's emotional development and father-child bonding was considerably influenced by emotion management. The results of the mediation study showed that emotion regulation served as a complete mediating variable, suggesting that children's capacity for emotion regulation serves as an indirect conduit for the impact of father-child connection on emotional development.

By showing that father-child bonding functions through internal emotional processes, such as emotion regulation, rather than directly influencing children's emotional development, the study's findings theoretically advance attachment theory and emotion regulation theory. Therefore, by highlighting the critical function of emotion regulation as a psychological mechanism relating emotional ties with dads to children's emotional development outcomes, this study broadens prior knowledge regarding paternal participation. This study is novel because it shows that emotion control serves as a complete mediating variable between children's emotional development and father-child connection. These results emphasize the significance of emotion regulation as a crucial psychological process underpinning children's emotional development and offer a more thorough explanation of how emotional ties with fathers contribute to developmental outcomes. In this situation, children's ability to regulate their emotions is based on their emotional intimacy with their fathers, which supports their overall emotional growth.

In practical terms, the results of this study show that enhancing children's emotional development necessitates both paternal presence and emotionally supportive interactions that aid in the development of emotional control abilities. In addition to modeling adaptive emotional conduct in everyday settings, fathers are encouraged to foster warm communication, spend quality time with their children, actively listen to their emotional experiences, and offer emotional support. Additionally, by fostering emotionally supportive learning environments and assisting kids in developing healthy emotional expression and self-control via constructive social

interactions, educators and schools can promote kids' emotional growth.

There are a number of limitations to this study. First, the results may not be as broadly applicable as they may be because the sample size was small and restricted to a single elementary school setting. Second, the study mostly used questionnaires to obtain data, which could have been impacted by respondents' subjective opinions. Third, this study only looked at emotion regulation as a mediating variable; it did not look at other variables that might have an impact on kids' emotional growth.

It is therefore advised that larger and more varied samples from a range of social and educational backgrounds be used in future studies. It is also recommended that future research look at other factors such family communication patterns, school atmosphere, peer interactions, parenting style, and maternal participation. The long-term impact of father-child bonding on children's emotional development across developmental stages may also be better understood through longitudinal research.

Overall, the results emphasize how crucial it is to support healthy emotional development during middle childhood by enhancing both father-child attachment and children's ability to control their emotions.

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