

# THE DESCRIPTION OF KNOWLEDGE, PERCEPTION, ROLE, ROLE IMPLEMENTATION, EMOTIONAL CONNECTION IN PSYCHOSEXUAL DEVELOPMENT OF CHILDREN AGED 3-5 YEARS IN NEW NORMAL PERIOD AT THE SUBURBAN OF SURABAYA

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## Abstract

The number of pornography and cybercrime among Indonesian children reaches 4448 cases – children as a perpetrator and victim. Meanwhile, Indonesian children experience 183 cases of rape and sexual abuse, 54 cases of sodomy or pedophilia – children as a perpetrator, 42 cases of sodomy or pedophilia – children as a victim, and 44 cases of abortion. Preliminary study on March 2020 in West Surabaya showed that 6 in 10 children aged 3-5 years faced sexual abuse or harassment and rape by their closest circle. The research aims are to describe the level of knowledge, perception, role implementation, emotional connection between father and child in the accompaniment of psychosexual development of children. This paper combined quantitative and qualitative methodologies with a phenomenological approach. Respondents were father compatible with inclusion criteria – was determined by researchers. This study used total sampling – 112 fathers lived in West Surabaya. The research instruments were questionnaire and observation sheet. Data analysis utilized percentage analysis, data reduction, and data triangulation. Result: There were 64.5% low level of knowledge, 70.5% negative perception, 63.4% father absence in assisting psychosexual development of children, and 69.6% absence of emotional connection. Conclusion: The father's role in assisting the psychosexual development of children aged 3-5 years can decrease the number of psychosexual disorders in adulthood.

**Keywords:** knowledge, perception, role, role implementation, father, child's psychosexual

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## I. INTRODUCTION

The Indonesian Child Protection Commission releases many numbers of pornography and cybercrime among Indonesian children reach 4448 cases – children as a perpetrator and victim – by 31st August 2020. In 2019, Indonesian children experienced as a perpetrator in 183 cases of rape and sexual abuse, 54 cases of sodomy or pedophilia, and 44 cases of abortion. They also become a victim in 190 cases of rape or sexual abuse and 42 cases of sodomy or pedophilia. The hormonal, physical, cultural, psychological, dan social factors contribute to sexual disorders. Ristori et al. (2020) analyze that gonadal hormones play more in a child's psychosexual development than a genetic. In the meantime, research results of Afrasiabi & Junbakhsh, (2019), Evans et al., (2019), Fantuzzi-Chapman, (2012), Gonzalez et al., (2017); Hill et al., (2017); Klika et al., (2019), Latifnejad Roudsari et al., (2013);

Leung et al., (2019); Verma et al., (2013) explain that sociocultural – both in family and society – effects in child's psychosexual development, especially in building character, identity, and sexual orientation. Recent studies have found out that parent presence can fulfil psychosexual development needs, while a single parent-child has a risk of psychosexual disorders. (Bagner, 2013; Bannink et al., 2013; Bradford et al., 2013; J. et al., 2020; Pereira & Barros, 2019; Roskam et al., 2016; Salami & Okeke, 2018; Sandstrom et al., 2015; Sato et al., 2018; Verma et al., 2013). A preliminary study performed in March 2020 in West Surabaya showed that six children aged five years experienced rape – rape was the form of sexual harassment – by an adult. Father presence has an important role in child's psychosexual development, particularly in building character, identity, sexual orientation, comfort, and confidence

(Borisenko & Evseenkova, 2019; Cosson & Graham, 2012; Roskam et al., 2016; Salami & Okeke, 2018). In this paper, father presence defines as direct and indirect existence of father in optimizing psychosexual development of children. Therefore, father's knowledge and perception – along with role concept and role implementation – play an important part in psychosexual development of children. An emotional connection is a significant indicator in the psychosexual development of children. Definition of emotional connection is a bond that occurs between individuals and other individuals when they have the uncomfortable and unsafe condition, such as fear, worry, anxious (Baxter & Smart, 2011; Kwok & Li, 2015; Leidy et al., 2011). In Indonesia, curative efforts in psychosexual disorders are not good enough – because of lack of socialization in the incident report, low level of knowledge in sexual disorders, and negative perception of sexual disorders. In the other hand, there is minimal prevention in the suburban community because of lack of information and parenting class – while suburban community adheres to belief norms and culture, which has a negative perception of sexual disorders. Therefore, this study attempts to describe the level of knowledge, perception, role implementation, emotional connection between father and child in assisting the psychosexual development of children. Thus, the results of this research are expected to explain those variables, so that it can be a reference in preventive and curative efforts in sexual disorders.

## II. METHODS

This paper combined quantitative and qualitative methodologies with a phenomenological approach. Research variables were the level of knowledge, perception, role implementation, emotional connection between father and child. Respondents were 112 working fathers who had a child aged 3-5 years. They lived in

RT02/RW10 Manukan Kulon – Tandes, Surabaya City. This study used total sampling. Research instruments utilized a questionnaire for measuring the level of knowledge, perception, role, and emotional connection; while an observation sheet for measuring role implementation and emotional bonding. Quantitative data collections were identified through inputs of a questionnaire – close-ended questions – while qualitative data collections were identified through interviews by whats app and home visits. Home visits were performed when the father was at home – using protocols of covid-19. A quantitative data employed primary data source, whilst a qualitative data used triangulation of three data sources – community leader, health worker, and educator. Data analysis utilized percentage analysis for quantitative data, whereas data reduction and conclusion drawing for qualitative data. Research Ethics Permit was obtained from The Ethics Commission of Universitas Nahdlatul Ulama Surabaya.

## III. RESULTS

### A. Respondent characteristics

Table 1 described characteristic of fathers who had a child aged 3-5 years – fathers were not a single parent. The data describe below explained that most of the fathers were less than 30 years old, namely 67%. They had more than one child, which means they had experience in childcare. 56% of respondents had a high school education level. 60% of the fathers' types of work were self-employed – their incomes were higher than State minimum wage – including traders, craftsmen of household tools. These jobs were flexible, but mostly they worked from 7 am to 7 pm with 1-hour rest. Some of the respondents were migrants from various villages to improve family welfare. The length of time working caused father didn't have the opportunity to be involved in social activities in the community.

**Table 1** Respondent characteristics

Respondent characteristics	n	Percentage (%)	Total
Father's age			112
>30 years old	45	40.2	
< 30 years old	67	59.8	

Number of children			112
>1 child	65	42	
1 child	47	58	
Level of education			112
Primary school	17	15.2	
Junior high school	29	25.9	
Senior high school	56	50	
University	10	8.9	
Types of work			112
Government employees	13	11.4	
Labourer	39	34.8	
Entrepreneur	60	53.6	
Income			112
Higher than State minimum wage	57	50.9	
Lower than State minimum wage	55	49.1	
Category			112
Resident	39	34.8	
Migrant	73	64.0	
Involving social activities in the community			112
Involved	84	75	
Not involved	28	25	

## B. Distribution of Variables

In this study, the distribution of variables could be explained in table 2, including 64.3% of fathers had a low level of knowledge about psychosexual development, 70.5% of fathers had a negative perception,

and 73.2% of fathers didn't participate in childcare. Besides, 63.4% of fathers didn't implement the parenting role as expected, and 69.6% of father didn't have an emotional connection between father and child.

**Table 2** Distribution of Variables

Variables	n	Percentage (%)
Level of knowledge		
Low	72	64.3
High	40	35.7
Perception		
Negative	79	70.5
Positive	33	29.5
Role		
Play a role	82	73.2
Not play a role	30	26.8
Role implementation		
Absence	71	63.4
Exist	41	36.6
Emotional connection		
Absence	78	69.6
Exist	34	30.4

### C. Data Reduction

Variables	Primary data transcripts		Data triangulation	
	Respondent	Community leader	Health worker	Educator
The behaviour, action, words, facial expression carried out by position, function and responsibility	<p>“A role is something we did according to my position. It doesn’t deviate from society’s rules; for example, the father plays a role as a father.” (Respondent number 2, 7, 12, 15) “The behaviour we did.” (Respondent number 22, 28, 31, 41, 52, 100) “The activity we took in line with our responsibilities and authorities.” (Respondent number 24, 27, 31, 45) “The words and deed according to our existence. For example, I am a trader, so I should perform my role as a trader, not a buyer.” (Respondent number 50, 63,76, 82, 98) “I do activities following my position and function. For example, I earn a living as a father.” (Respondent number 33, 43, 58, 64, 77, 88, 92)</p>	<p><b>Definition of Role</b> “The action we took following our functions and positions. For instance, I should behave responsibly as a leader of the neighbourhood association.”</p>	<p>“The behaviour, words, and action we performed in accord with our profession and status in society.”</p>	<p>“The behaviour, words, and action we carried out in consort with our standing in society without violating society’s rule.”</p>
	<b>Role implementation in psychosexual development of children</b>			
Exist  Helping children recognize their gender	<p>“I don’t know what psychosexual development of children is. So I never explain anything to my child about sexuality, including their genitals.” (Respondent number 1, 5, 7, 9, 10, 13)</p>	<p>“I think the main responsibility of a father is earning money to meet family needs. So I don’t have time to explain what genital is. I guess it is their mother’s responsibility.”</p>	<p>“The implementation of role in psychosexual development of children is supporting them, but most of the father don’t understand about psychosexual development. So they never explain to their children. Moreover, they are busy working from morning to late</p>	<p>“The role of a father is necessary for the psychosexual development of children, but I think it is the mother’s main responsibility. Father’s main responsibility is earning money.”</p>

Absence Not helping children recognize their gender	<p>“I’m busy, so there’s no time to explain the child’s genitals. I guess their mother will explain it.” ( Respondent number 23, 27, 29, 31, 33) “I think it is the mother’s responsibility.” “It is taboo to explain genital.” (Respondent number 2, 4, 16, 18, 22, 26) “Preschool children don’t understand about genital.” ( Respondent number 33, 37, 39) “I haven’t thought about explaining it yet. They will understand by themselves.” (Respondent number 42, 56, 63, 74, 81, 92)</p>	evening.”	“It is taboo. It seems preschool children don’t understand even if it is explained.”	“It should be a responsibility of parents, especially their mother because mother often meets their children. Fathers do not care about it. They only focus on working.”	“We recommend that both parents play a role in monitoring and supporting the psychosexual development of children. However, it seems that the father doesn’t implement that role, awkward. Most of them don’t understand child development.”
Positive Explaining to children about the function of genital and things that can damage their genitals	<p>“It is taboo. Moreover, I don’t have any chance to explain it.” (Respondent number 5,7,11, 13, 17, 23, 33, 37, 41)</p>				
Negative Not explaining to children about the function of genital and things that can damage their genitals					
Positive	<p>“I don’t understand about child psychosexual.” ((Respondent number 63, 67,75, 79, 81,83,86,87, 93, 95, 101)</p>	<b>Perception</b>	"Psychosexual development of children will develop as they enter puberty. Then children will understand themselves because this is a natural thing	“Psychosexual development is one of the stages of development in children so that each phase	“Psychosexual development of children is one of the developments of children. When we do not

<p>Child psychosexual development was one of the phases of child development</p>	<p>“Psychosexual development appears in adulthood.” (Respondent number 3, 7, 9, 11,13, 15)</p>	<p>for everyone.”</p>	<p>should not be missed.”</p>	<p>understand it, they will experience an obstacle and have an impact on their character in adulthood.”</p>
<p>Negative Child psychosexual development was one of the phases of development during adulthood or puberty</p>	<p>“Preschool children do not understand sexuality. When they grow up, they will understand themselves.” ( Respondent number 23, 25, 27, 29) “Psychosexual development of children occurs at the age of 10 years.” ( Respondent number 33, 37, 39, 42)</p>	<p>“The obligation of both parents should assist the child development.”</p>	<p>“It seems to be optimal when both parents accompany each phase of psychosexual development in children.”</p>	<p>“Both parents are responsible for child development. They must work together.”</p>
<p>Positive Psychosocial development was the responsibility of both parents</p>	<p>“The ones who are responsible for the psychosocial development of children are their parents – The father and mother.” ( Respondent number 1, 5, 9, 13, 17, 19, 22, 29)</p>	<p>“The obligation of both parents should assist the child development.”</p>	<p>“It seems to be optimal when both parents accompany each phase of psychosexual development in children.”</p>	<p>“Both parents are responsible for child development. They must work together.”</p>
<p>Negative Psychosexual development was the responsibility of either the mother or the father only</p>	<p>“Both parents are obliged to comprehend the development. If at any time they experience obstacles, they can immediately take action.” (Respondent number 7. 8, 18, 27, 29, 33, 37) “The mother and father must cooperate in child development.” (Respondent number 3, 16, 28, 36, 38, 42, 46, 52) “The responsibility of child development is the duty of the parents, but the mother plays the most important role.” (Respondent number 4, 8, 10, 12,16, 100, 104)</p>	<p>“Psychosexual development in adulthood is influenced by their friends. The psychosexual development of children does not influence them. When</p>	<p>“Psychosexual development is affected in childhood, but the most dominant influence in</p>	<p>“Yes. It is greatly influenced by development in childhood, but more likely affected by the</p>
<p>Positive The disruption of psychosexual development had an</p>	<p>“The disturbance on the psychosexual development of children will not interfere with them in adulthood. When they are an adult, they will understand</p>	<p>“Psychosexual development in adulthood is influenced by their friends. The psychosexual development of children does not influence them. When</p>	<p>“Psychosexual development is affected in childhood, but the most dominant influence in</p>	<p>“Yes. It is greatly influenced by development in childhood, but more likely affected by the</p>

impact on sexual disorders in adulthood	themselves what sexuality is.” (respondent number 4, 7, 9, 11, 23, 27, 33, 37). “In adulthood, they will know for themselves. There is no developmental disorder in preschool.” (Respondent number 10,12,13,18, 22, 35, 39, 41) “I am not sure the children experience psychosexual disorders in childhood. They don’t understand it, let alone have an impact on adulthood. It seems impossible.” (Respondent number 40, 45, 47, 53, 64, 67) “Psychosexual disorders in adulthood is usually due to promiscuity. It is not being disturbed during preschool.” (Respondent number 68, 69, 70, 73, 76, 82, 94, 96)	they were a child, they wa too young; they didn't know what psychosexual was.”	adulthood is a friend.”	environment of the child.”
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**Level of knowledge**

High Psychosexual development of children had several phases including the phallic stage	“I don't know about psychosexual development.” (Respondent number 1, 2, 3, 5, 9, 15, 18, 22) “I only know that preschool children’s abilities are writing, talking, and eating by themselves. That’s all” (Respondent number 23, 26, 33, 34, 42, 43, 47, 57, 63, 68, 73) “I don’t understand what a child's psychosexual is. The important thing is they are happy and agile.” (Respondent number 24, 27, 35,37, 48, 49, 56, 59, 63, 76, 78)	“I have no idea about the child’s psychosexual.”	“The psychosexual development, most of the parents in this area don’t comprehend it, because it has never been specifically socialized. The frequently informed development is motoric.”	“Not many people know about the psychosexual development of children because the most common things are motor development and growth.”
Low Not knowing the psychosexual development of children in the phallic stage	“I don't know about psychosexual development.” (Respondent number 1, 2, 3, 5, 9, 15, 18, 22) “I only know that preschool children’s abilities are writing, talking, and eating by themselves. That’s all” (Respondent number 23, 26, 33, 34, 42, 43, 47, 57, 63, 68, 73) “I don’t understand what a child's psychosexual is. The important thing is they are happy and agile.” (Respondent number 24, 27, 35,37, 48, 49, 56, 59, 63, 76, 78)	“I have no idea about the child’s psychosexual.”	“The psychosexual development, most of the parents in this area don’t comprehend it, because it has never been specifically socialized. The frequently informed development is motoric.”	“Not many people know about the psychosexual development of children because the most common things are motor development and growth.”
High Mention one of phallic phase characteristics marked	“I have no idea.” ( Respondent number 1, 3, 4, 6, 7, 8, 21, 23, 24, 26, 32, 35, 43, 47) “ I can’t answer that question.”	“Many people don't know about symptoms and signs of psychosexual disorders, including me.”	“That's right. In this area, most of the parents don't understand about psychosexual development,	“Yes, almost all parents do not understand the symptoms of child psychosexual disorders.”

by	(Respondent number 48, 52, 53, 55, 57, 59, 60, 62, 65, 67, 72)		let alone the symptoms.”
1. Introduction to gender anatomy	“I don’t understand what a child's psychosexual is, so I don’t know about its characteristics.”		
2. The child was jealous of genital differences on her/his parents	(Respondent number 74, 76, 77, 83, 85, 87, 89, 90, 98, 99, 100, 111, 112)		
3. The child was worried that his/her genital was injured/damaged,			
4. The child often held their genitals			
<b>Emotional connection</b>			
Exist	“I do not understand the problems of children aged 3- 5 years.”	“I think some of the fathers – in this area – do not understand the problems of children aged 3-5 years. They seldom ask children to play, let alone accompany them. They are busy earning money for family needs.”	“It seems rare to find a father that comprehend a child’s problem. The mother who has a better understanding to take and accompany his child to play.”
1. Responsiveness to child's problems	(Respondent number 3, 6, 9, 11, 15, 25, 28, 33, 39, 42, 43, 47, 55, 56, 68, 64)		“I have never known that there is a father who understands the problems of children aged 3-5 years, let alone invites and accompanies them to play. He is busy making a living.”
2. Playing with the child	“I don't have time to take children to play; their mother often does.”		
3. Accompaniment of child while playing	(Respondent number 10, 12, 15, 17, 18, 22, 32, 36, 37, 38, 42, 45, 53, 54, 59, 73, 78, 80, 83)		
Absence	”I don’t have time to accompany my child. I am busy with my work.”		
1. Unresponsiveness to child's problems	(Respondent number 2, 5 , 8, 14, 19, 21, 29, 33, 44, 46, 55, 59, 66, 68, 76, 78, 80, 85, 93, 100, 107, 110, 111, 112)		
2. Not playing with the child			
3. Not accompaniment of child while playing			

## IV. DISCUSSION

### A. The level of Knowledge

In this study, quantitative data showed that most of the father didn't know about the psychosexual development of children aged 3-5 years, qualitative data and data triangulation – data triangulation of community leader, health worker, and educator or playgroup teacher – did likewise. This situation was influenced by several factors, including culture and imbalance of information about child development. Information on child development often obtained were dominated by age-appropriate growth, gross and fine motoric development, growth and development stimulation, anthropometric examination. Psychosexual development was rarely given to the fathers. They assumed that the psychosexual development didn't part of the development of children aged 3-5 years, but included in the development of adolescence or adulthood. Besides, local society had a perception that the disruption of psychosexual development of children aged 3-5 years had no impact on their lives as adults. Meanwhile, the interference of growth and development – gross and fine motor skills – affected on physical, psychological, intellectual and social in subsequent developments.

The father's activity to fulfil the needs of the family is one of the triggers for a low level of knowledge. It provides limited time for the father to seek information about psychosexual development from various sources. Economic improvement is the focus of a father's attention because a father is an economic symbol of the family (Salami & Okeke, 2018).

Child's development is influenced by systems including the microsystem, mesosystem, exosystem, macrosystem and chronosystem. The focus of this research was the microsystem. In the microsystem, the child is influenced by his/her family – including home, father, mother, siblings and other relatives, adults, peers and neighbours. (Bagner, 2013; Conron et al., 2010; Gareth D. Mercer B.Sc., 2015; Kwok & Li, 2015; Leidy et al., 2011; Mncanca & Okeke, 2016; Piotrowska et al., 2017; Roskam et al., 2016).

This system creates a norm and a culture which believes that the delivery of information about psychosexual development to children aged 3- 5 years is a taboo behaviour.

### B. Perception

The results of this research explained that the fathers had negative perceptions about the psychosexual development of children. The fathers assumed and believed that children's psychosexual development was a developmental process that occurred in adulthood so that the psychosexual development in childhood was passed without any assistance from parents, especially fathers. It has been previously explained that negative perceptions of psychosexual development are influenced by many factors including father's education, socioeconomic, social and cultural norms. The previous studies explain that socioeconomic and cultural norms affect parents' perceptions more than the level of economic and education (Gonzalez et al., 2017; Lathrop & Cheney, 2015; Leung et al., 2019; Pássaro et al., 2019; Shwalb & Shwalb, 2014). Negative perceptions result in the formation of mentoring behaviour and even parenting models that establish the character of the child's gender identity (Gareth D. Mercer B.Sc., 2015; Mncanca et al., 2016; Mncanca & Okeke, 2016).

### C. Role

The results of this study showed that most respondents didn't play a role in mentoring the psychosexual development of children. This situation is due to lack of knowledge, maladaptive perceptions, and patriarchal system. The father's low level of knowledge about his role results in the role model of a father. This model illustrates that the role of the father in assisting the child's psychosexual development is a supporting role, while the mother controls the actual role. This opinion is supported by the results of researches by Piotrowska et al. (2017) and Webster et al., (2013). They explain that most fathers with children aged five years have a role model of supporting the mother in maximizing child development. In the

meanwhile, the realm of paternal parenting focuses only on social and intellectual skills.

Other results of this paper described that the absence of the father's role in psychosexual development of children was because of father's activity in earning money. Research by Mncanca et al., (2016) explain that the cultural system of the state and society and places the father's role as a socioeconomic role, where the father is required to fulfil his obligations as a worker with the time determined by the institution where the father works.

A maladaptive perception assumes that parenting role is a mother's responsibility. At the same time, the father believes that the child will have a better understanding of psychosexual development as they enter adulthood. As a result, a child has a critical period of psychosexual development – aged 3-5 years – without father's mentoring. This assumption is in line with research by (Mufutau & Okeke, 2016). It defines that perception, education, and knowledge of the father influence the critical phase of psychosexual development – the critical phase has an impact on self-confidence, comfort about their gender identity and further development. There is a patriarchal system in the society which believes that the father's role in the parenting and development of children is not the father's main duty. As a result, the father doesn't have a motivation to deepen knowledge about a father's role in psychosexual development. At the same time, there is a mother's dominance in monitoring the psychosexual development of children. This issue causes a lack of self-confidence and uncomfortable with their gender identity in children. According to Mashiya N, Kok L, Luthuli N, Xulu S, (2015), they state that sociocultural in society has an impact on the role model of the father in parenting where children show their certain gender identity.

#### **D. Role Implementation**

The results of this research found that the fathers partially comprehend the definition of the role, but they had not implemented the role yet. The role implementation is defined as the activities of the role shown through words and deeds. The role implementation of

a father is very meaningful in influencing a child's imagination about his/her gender and sex-appropriate behaviour; for example, boys must be physically strong while girls must be gentle. The role implementation also influences the formation of a child's behaviour – such as discipline, self-acceptance, and comfort – to form behaviour that is following gender characteristics. The father's role implementation is strongly influenced by social status, socioeconomy, society and family system (Borisenko & Evseenkova, 2019; Cosson & Graham, 2012; Fagan & Lee, 2012; Fatehi et al., 2019; Huang, 2017; Kwok & Li, 2015; Leidy et al., 2011; Piotrowska et al., 2017). The result of a study conducted by Fagan & Lee, (2012) and Kwok & Li, (2015) describe that mother's parenting maximizes 69% of the child's development, while 21% is influenced by direct involvement of the father. Other studies explain that the father's role only appears to support the mother's role (Bagner, 2013; Baxter & Smart, 2011; Borisenko & Evseenkova, 2019) so that the collaboration between both of them will improve the quality of care and complete stages of development in children.

#### **E. Emotional Connection**

Emotional connection is explained as the nature of individual dependence on someone when experiencing unpleasant conditions such as fear, anxiety, and worry. The results of this study indicated that the emotional connection is still slightly formed between the child and the father. Emotional connection is influenced by several factors including the gender of the child, the level of knowledge, the family parenting model, family and society norms. The gender of the child influences the father's model in establishing emotional bonds. Ashbourne et al. (2011) explained that the gender of boys makes it easier for fathers to explore the problems experienced by children. A study conducted by (Mncanca et al., (2016) and Mufutau & Okeke, (2016) also describe that father's responsiveness is more dominant in children of the same sex. The level of knowledge and father's perception is the important factors in establishing an emotional bond between father and child.

The low levels of knowledge and wrong perceptions of emotional connection in the parenting model have an impact on child development delays. A father will make a child as a substitute for himself in the future, so that the values, attitudes, beliefs contained in him are duplicated to his child – even though these values, knowledge, and perceptions are inadequate.

The studies organized by Burkey et al., 2018; Chauke & Khunou, 2015; Constantin & Voicu, 2015; Morgenroth & Ryan, 2018; Ruberg & Ruelos, 2020) report that the responsiveness, warmth, and closeness of the father shape the character and behaviour of the child – suitable with the father's character. Parenting model, family and society norms are the points in building an emotional bond between father and child. Patriarchal society believes that the father is the family leader so that his actions and words are identified as an order. Refutation of the father's opinion is often seen as a form of conflict. This condition forms a parenting model that is dominated by a mother – mother plays a role in psychological aspects, social relations, management of self-concept – while a father plays a role in supporting mother and fulfilling basic needs, such as food, housing, clothing. This situation results in the absence of controlling aspects of children's psychosexual development which are often neglected with aspects of physical development. The mother will be carried away by the values of the father, namely the child grows healthy, smart, agile. The dominance of the mother's role has an impact on decreasing the quantity and quality of the emotional connection between father and child. This opinion is supported by previous research done by Ashbourne et al., (2011); Gareth D. Mercer B.Sc., 2015; Kwok & Li, 2015; Lathrop & Cheney, 2015; Mufutau & Okeke, 2016; Pássaro et al., 2019; Richter et al., 2010; Verma et al., 2013. They conclude that the mother plays a role in emotional connection and child development controlling, while the father responsible for the economic status of the family.

#### **Research Limitations**

This study had limitations on the characteristics of respondents – the

researchers did not explore the family norms, culture, and cooperation between father and mother in providing psychosexual development assistance for children aged 3-5 years. The new normal period is one of the limitations to explore the parenting model applied in families and communities in the suburban area.

## **V. CONCLUSION**

Psychosexual disorders in adulthood are caused by inappropriate parenting model in psychosexual development of children, especially in the phallic phase that occurs in children aged 3- 5 years. At that moment, children enter the golden age – the phallic phase. It means that the children will have an impact on personality disorder due to improper adaptation process. Meanwhile, failure in psychosexual development results in sexual disorders – gender identity and sexual function – in adulthood.

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