



Subjective Well-Being Among Young Adult Men Who Have Experienced Fatherlessness

Dylla Aura Permata Sari¹, Dewi Sartika², Ika Risky Hidayah³, Bagus Samsuri⁴, Yonathan Setyawan^{5*}

Widya Mandala Surabaya Catholic University

Corresponding Author: Yonathan Setyawan yonathan.setyawan@ukwms.ac.id

ARTICLE INFO

Keywords: Early Adulthood, Fatherless, Subjective Well-Being

Received: 28, January

Revised: 27, February

Accepted: 31, March

©2026 Sari, Sartika, Hidayah, Samsuri, Setyawan: This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

Young adult men who have lost their father (fatherless) may experience negative impacts on their lives, particularly on their subjective well-being. The purpose of this study is to examine the profile of subjective well-being among young adult men who have experienced fatherlessness. The study included one participant selected based on the criterion of being a young adult man who lost his father figure during childhood. Data collection was conducted using semi-structured interviews and observation, which were then analyzed using a theory-led thematic analysis approach based on Diener's (1984) theory of Subjective Well-Being (SWB). The findings revealed that the participant exhibited low levels of subjective well-being; however, there was emerging self-acceptance within the subject and the ability to cope with stress when overwhelmed by negative emotions. In the cognitive component (life satisfaction), participants tended to evaluate their lives negatively due to social comparisons with the "ideal family" and perceptions of unfair treatment by caregivers (extended family). In the affective component, negative emotions (such as envy, repressed anger, and insecurity) dominated over positive emotions. The absence of a father figure and a lack of emotional closeness with the mother significantly hinder participants' ability to achieve happiness and self-actualization in early adulthood. Future research could employ a larger sample size and use an experimental approach to explore interventions aimed at improving subjective well-being among early adult men who grew up without a father.

INTRODUCTION

Today, it is widely acknowledged that not every child has a father who is present and involved in their upbringing. Irwan (Azizah, 2020) states that Indonesia ranks among the top ten countries in the world with a lack of fathers, or countries where the father's role is psychologically absent. Additionally, Khofifah Indar Parawansa, the former Minister of Social Affairs, stated that Indonesia ranks third in the world in terms of fatherless nations (Wartaekonomi.co.id, 2017). As a fatherless nation, Indonesia is just one rank below the United States.

Children who do not have a father or do not have a close relationship with their father are referred to as fatherless. This can occur due to the divorce of one of their parents or due to conflicts within their marriage (Smith, in Sundari & Herdajani, 2013). Children without fathers feel the loss of their father's important roles, such as providing affection, playing, protecting, and other roles that should be present in the family (Lerner, 2011). Children face difficulties in social, personal, and school adjustment if their father or parent is not at home, which negatively impacts their emotions (Rebecca, in Nurhayani, 2021).

The absence of fathers is also observed in other countries, such as South Africa, which highlights the impact of a father's absence on children and their difficulties in social relationships (Kimani & Kombo, 2010). Findings indicate that 90% of fatherless adolescents live on the streets; 63% commit suicide, 80% become rapists; 71% drop out of school; 75% use drugs; and 85% are incarcerated. Furthermore, the absence of parents in the Netherlands leads to adolescents experiencing psychological issues and a higher tendency toward suicide.

Early adulthood is a crucial period in a person's life, marked by significant changes in various aspects, such as physical development, ways of thinking, relationships with others, and self-identity. This identity encompasses one's self-understanding, including values, beliefs, and the roles one wishes to assume within society. This process of identity formation does not occur in isolation but is influenced by the surrounding environment, particularly the family and the way parents raise their children. The family is the first setting where children are introduced to societal rules and expectations, including those regarding the roles of men and women. According to Kurnia Sary et al. (2023), parents' roles are highly influential in shaping children's gender identities through daily interactions and communication. From a young age, children – especially boys – begin to receive guidance on how they should behave, think, and act. Baby girls are typically viewed as feminine and gentle, while baby boys are often associated with traits like strength, independence, and athleticism; this can influence how they build their identities in the future.

In the formation of male identity, an active and involved father's role is often crucial, yet unfortunately it is frequently overlooked. Research by Ghina Hanifah et al. (2024) indicates that the absence of a father – whether physical or emotional – can impact adolescents' psychological development. Without a father figure, individuals may lack the guidance and role models essential for navigating the various challenges involved in shaping their self-identity. A father who is supportive and open in communication, as well as actively involved in

his child's life, can help adolescent boys build a strong identity and reduce confusion in defining their roles.

In addition, other studies have also shown that the parenting style—whether authoritative (setting boundaries while remaining supportive), permissive (granting freedom without limits), or democratic (granting freedom with clear boundaries)—has a significant impact on how adolescents form their self-identity (Karundeng et al., 2019). Adolescents raised with appropriate parenting styles typically find it easier to understand who they are and act responsibly, thereby reducing the risk of experiencing an identity crisis that could lead to deviant behavior or delinquency. Conversely, neglectful or indifferent parenting styles often hinder identity development because adolescents do not receive the emotional support, supervision, and guidance they need (Karundeng et al., 2019). Consistent interaction and support from parents, especially for males, are crucial in helping them develop a stable, strong, and positive identity. This aligns with research (Rizkillah, Hastuti, & Defina, 2023) indicating that parenting styles influence an individual's quality of life. Thus, effective parenting not only fosters a healthy identity but also enhances overall well-being in an individual's life.

Subjective well-being is a multidimensional construct that encompasses life satisfaction, affective well-being (the frequency of positive and negative emotional experiences), and self-assessments of overall quality of life. Research on adolescent and young adult populations indicates that the absence of a father during childhood can influence various domains of subjective well-being into adulthood, including among young adult men. The relationship between fatherlessness and SWB is a complex area of research, and diverse cultural contexts, family structures, as well as protective factors such as the role of mentors or substitute male role models have been reported to moderate its impact (Cross & Zhang, 2022; Timpe & Lunkenheimer, 2015; Hunter et al., 2006; Green, 2025). A review of the literature indicates a consensus that father absence has the potential to reduce psychological and emotional well-being, although the mechanisms and extent of its impact vary according to individual and social contexts (e.g., the presence of male mentors, family support, and the quality of interpersonal relationships) (Cross & Zhang, 2022; Timpe & Lunkenheimer, 2015; Fairuzza et al., 2023; Hitchens & Payne, 2016).

An interview with the 19-year-old subject on September 15, 2025, revealed that since childhood, he had never been raised by his biological father or mother. His parents had divorced before he was born, and his biological mother worked abroad to support her three children. Since birth, the subject has had three different caregivers. Currently, the subject is being raised by his mother's aunt and uncle. The subject does not feel the presence of a father figure, and even his uncle fails to fulfill his longing for a father. The subject feels that his aunt and uncle do not grant him freedom and that they treat him differently from their own biological children. The subject feels awkward around his aunt and uncle, which makes him rarely engage in deep communication or build meaningful relationships with them. This leads the subject to suppress negative emotions such as anger, hatred, and jealousy when he sees his friends accompanied by

their biological parents – especially a father figure, which the subject has never experienced since birth. The subject admits to facing self-actualization barriers, such as low self-confidence and difficulty expressing his feelings. Based on the issues above, the researcher is interested in examining the profile of subjective well-being among young adult men who have experienced fatherlessness due to their parents' divorce.

LITERATURE REVIEW

Subjective Well-Being is defined as an individual's subjective evaluation of happiness, life satisfaction, and ongoing emotional well-being. Empirical evidence indicates that parental relationships, particularly the quality of the relationship with a father or a father figure, are correlated with levels of SWB during emergent adulthood (ages 18–25) and young adulthood in general (Scheidel, 2009; Nolan & Smyth, 2021; Padilla-Walker et al., 2017). The affective (positive/negative emotions) and cognitive (life satisfaction) components are often analyzed together within the SWB framework through general measures such as the balance between positive and negative emotions and life satisfaction scores. Several studies indicate that the quality of relationships with a father figure or a substitute masculine figure can influence self-perception, self-esteem, and the ability to form social networks that support SWB (Frazier & Cowan, 2020; Padilla-Walker et al., 2017). The components of subjective well-being proposed by (Diener, 1984) are:

- a. The Cognitive Component evaluates human life satisfaction. There are two types of evaluation in this component: evaluation of overall life satisfaction and evaluation of satisfaction in specific domains.
- b. The Affective Component, which involves an individual's assessment of events that have occurred in their life. There are two types of affective components in subjective well-being: positive affect and negative affect.

Boys who grow up without a father or with a father who is consistently absent tend to face various social-emotional challenges, such as difficulty building self-confidence, low self-esteem, and obstacles in developing a healthy masculine identity. This can contribute to lower subjective well-being (SWB) in young adulthood if there is no alternative protection or support (e.g., male mentors, surrogate figures within the extended family) (Mulambo, n.d.; Lubis et al., 2024; Maako & Koen, 2025; Timpe & Lunkenheimer, 2015; Fairuzza et al., 2023). Several studies suggest that the absence of a father may be associated with emotional inconsistency, psychological stress, and difficulties in romantic or social relationships, which can ultimately reduce life satisfaction and the quality of interpersonal relationships – key components of SWB. However, there is a nuance: not all boys who grow up fatherless experience significant SWB issues; there is individual variation influenced by psychosocial resources and cultural context (Lubis et al., 2024; Maako & Koen, 2025; Hunter et al., 2006; Green, 2025).

The role of substitute male role models – such as grandfathers, uncles, or male mentors – has been reported to improve economic, educational, and psychosocial well-being in adulthood, potentially enhancing subjective well-being through the pathways of self-expectations, employment opportunities, and

social support. These effects are most pronounced among groups who grew up without a father but had access to consistent male mentors (Timpe & Lunkenheimer, 2015; Winking et al., 2011; Scheidel, 2009; Padilla-Walker et al., 2017).

METHODOLOGY

The research method used is a qualitative case study aimed at understanding the nature of subjective well-being among fatherless men in early adulthood. Qualitative research is a complex approach to understanding and interpreting social reality. This methodology focuses on a deep understanding of social phenomena through the participants' perspectives, taking into account the natural context in which these phenomena occur (Creswell & Poth, 2018). Unlike quantitative research, which emphasizes the measurement and analysis of causal relationships between variables, qualitative research seeks to uncover the meanings inherent in human experiences and social interactions (Denzin & Lincoln, 2018).

A case study is a research methodology that conducts an in-depth exploration of a specific case in a real-life context using various data sources (Yin, 2018). This approach aims to understand the complexity and uniqueness of the case under study within its natural setting (Stake, 2005). The data collection method used in this qualitative study is thematic analysis, a theoretical approach in qualitative research derived inductively from studies of the phenomena to be explained. Furthermore, thematic analysis itself is divided into two types: inductive thematic analysis and theory-led thematic analysis. This qualitative study employs theory-led thematic analysis.

The subject of this study was a single individual exhibiting the characteristics of a man in early adulthood who had lost his father. The researcher selected the subject to understand the profile of subjective well-being in a fatherless man in early adulthood. The instruments used to collect data in this study were observation and semi-structured interviews, guided by the components of subjective well-being proposed by (Diener, 1984), namely:

- a. The Cognitive Component evaluates human life satisfaction. There are two types of evaluation in this component: evaluation of overall life satisfaction and evaluation of satisfaction in specific domains.
- b. The Affective Component, which involves an individual's assessment of events that have occurred in their life. There are two types of affective components in subjective well-being: positive affect and negative affect.

The interview guidelines used by the researcher are as follows:

Table 1. Interview Guidelines

Components	Affect	Indicator	Question
Cognitive Components	Assessment of Overall Life Satisfaction	Comparing reality with expectations	1. How would you assess your life overall right now, without your father by your side?

			2. What aspects of your life make you feel satisfied or dissatisfied?
	Evaluation of Satisfaction in Specific Domains	Meaning and Self-Acceptance	<ol style="list-style-type: none"> 1. Do you feel accepted and understood by the people around you? 2. Do you feel that you have fully accepted your current situation without your father? Why?
Affective Component	Positive Affect	Interested	Tell me what interests you.
		Excited	What makes you happy when you do it?
		Strong	What gives you the strength to face the world without your father by your side?
		Enthusiastic	In your opinion, is it easy or hard to improve your mood?
		Alert	In what situations does a sense of vigilance or alertness arise? How would you respond?
		Proud	In your life and in yourself, what are you proud of?
		Inspired	Is there someone who inspires you to be a good man even without your father around?
		Determined	What motivates you to finish college and become a positive man?
		Attentive	Do you feel that your family cares about you?
		Active	What's your daily routine like?

	Negative Affect	Distressed	What kinds of things make you sad or upset?
		Disappointed	What kind of things disappoint you?
		Guilty	What kinds of things make you feel guilty?
		Scared	What is your biggest fear?
		Hostile	Have you ever experienced conflicting feelings? In what situations, and how do you deal with them?
		Irritable	What do you think of people who are arrogant and quick-tempered?
		Shamed	What kind of things make you feel embarrassed?
		Nervous	What makes you feel anxious and restless?
		Jittery	What kinds of things make you nervous?
		Afraid	What is your biggest concern?

RESULTS AND DISCUSSION

Based on interviews conducted with young adult men who have lost their fathers, researchers were able to describe the subjective well-being of young adult men who have experienced fatherlessness based on the components of subjective well-being identified by Diener (1984), as follows:

Table 2. Well-Being Identified by Diener (1984)

Component	Evaluation	Result
Cognitive	Assessment of Overall Life Satisfaction	Viewing one's life negatively due to social comparisons with the "ideal family" and the perception of unfair treatment by caregivers (extended family)
	Evaluation of Satisfaction in Specific Domains	Feeling deprived because he grew up without a father figure, unable to determine his own path or make his own

		choices, but has begun to accept the circumstances he currently faces.
Affective	Negative Affect	Negative emotions (such as jealousy, pent-up anger, and insecurity) predominate over positive emotions. The absence of a father figure and a lack of emotional closeness with the mother significantly hinder participants' ability to achieve happiness and self-actualization in early adulthood.

a. Cognitive Component

By definition, the cognitive component can be understood as the component that assesses life satisfaction in humans. The cognitive component consists of two evaluations: a global evaluation of life satisfaction and an evaluation of life satisfaction within specific domains. The evaluation of overall life satisfaction refers to an assessment conducted by an individual by comparing what is ideal for them with their actual circumstances. Meanwhile, the evaluation of life satisfaction in specific domains can be defined as an individual's assessment of their life satisfaction limited to specific aspects. Based on the results of interviews conducted with the subjects, the cognitive components reflected in the subjects are as follows:

"If I were to evaluate my life, I'd say it's a bit lacking. I haven't really grown in terms of... well, when it comes to, um, what exactly? A lack of self-confidence, and also a lack of, um, what is it... time management."

As can be seen from the interview results, the subject feels that they have not developed sufficiently, lack self-confidence, and have poor time management skills. In addition to feeling underdeveloped, lacking self-confidence, and having poor time management skills, the subject also feels anxious about their future. This can be seen from the following interview excerpts:

"To be honest, I'm a little worried about my future."

The interview results indicate that the subject feels anxious about his future. This is because he fears that he will be unable to complete his studies due to financial constraints.

"When it comes to college, I'm worried that I might face financial difficulties because of my family's financial situation."

When asked about what makes the subject satisfied and dissatisfied, the subject stated that they feel dissatisfied with their life because they feel too restricted. In addition, the subject also feels that they are too constrained by the schedules and routines set by their family at home.

*"There are a lot of rules, you know, and to me, it feels like I'm being too restricted."
"I'm not satisfied with the hours, you know – the hours are, well, they're limited."*

In addition to feeling constrained and dissatisfied with his life, the subject also mentioned that he felt envious of people or friends who had complete families, unlike himself. This was evident in the interview with the subject as follows:

"When I see my friends spending time with their families, I kind of feel envious – I wonder what it's like to have a family as close-knit as that."

Feeling envious of friends or others who have intact families is a normal emotion experienced by everyone, including those who have grown up without a father. This aligns with the findings reported by Vidya and Elga (2023), who noted that individuals who have grown up without a father tend to experience negative emotions. One example is feeling envious when seeing others being loved and spending time with their fathers.

The subject also feels that she is not close to her mother because her mother lives and works abroad. Naturally, this triggers a sense of emptiness in the subject, as reflected in the following interview excerpt:

"If you ask if we're close, well, not really – when it comes to virtual interactions, it's usually just video calls or something like that."

"It's just a formality."

The subject feels this void in parental care because his parents are divorced; he and his two older siblings live with their mother, who works abroad and returns home only during certain years, as stipulated in her contract.

When asked what makes him happy, the subject replied that playing with his friends is what makes him happy. He also said that he is grateful to still be in good health so he can continue his studies and to be surrounded by kind people. This is reflected in the interview transcript as follows:

"Well, it's like this: happiness is like leaving the house and hanging out with friends. It's refreshing."

"I'm grateful to be here, in good health, so I can continue my studies, surrounded by so many people who motivate me."

When linked to Maslow's theory, this aligns with Maslow's Hierarchy of Needs, which states that individuals experience happiness through socializing with others. This statement aligns with the views of (Mahrus & Itqon, 2020).

Based on the interviewer's questions regarding the subject's acceptance by his friends, the subject stated that he was very well received by his friends. This is consistent with the following interview results:

"If it were friends, it would be well received."

This statement aligns with Maslow's Hierarchy of Needs theory, specifically the need for love and belonging, as presented by Urip & Maemonal (2021), which states that the need for love and belonging can be defined as a sense of acceptance regardless of background within each individual.

The subject also stated that without his father, he found it difficult to navigate and make choices. He stated that this was where he truly needed his father's role. Lamb (2010), in his theory on the role of fathers, states that fathers play a crucial role in modeling emotional regulation and social competence in boys. This aligns with the subject's statement:

"Growing up without a father felt like something was missing. I felt like I needed guidance and, like, I needed to talk. From there, I felt like something was missing, like I wanted to have a choice, and I was confused."

The subject felt he still lacked self-confidence, but still wanted to develop his potential. This is consistent with the following interview results:

"Oh, of course, there are still many shortcomings, how can I feel like I'm lacking, lacking in self-confidence, but I want to develop."

According to the research results presented by (Devi, et al., 2025), children who experience fatherlessness or the loss of the father's role have a negative impact on the child's self-confidence, where there are a number of children who feel unsure of their abilities and there are some who maintain their steadfastness.

Based on the results of the interview conducted by the interviewer with the subject, when asked about the subject's acceptance of his current condition, the subject stated that he had begun to accept his current condition. This is consistent with the following interview results with the subject:

"I have certainly accepted my current situation because for the future, I will just focus on the future."

For now, the subject is positive about his future, as long as he's willing to live it properly and well. This is reflected in the following interview with the subject:

"For now, yeah... just positive thinking. Like, looking forward, and having to... like, what? Like thinking about what the future holds. Just have to keep going."

Furthermore, in the final statement in the cognitive component asked by the interviewer, the subject stated that he hoped to remain strong in navigating the situation going forward. This aligns with the subject's statement in the following interview:

"Yes, of course I will invite myself to be like okay and then I have to be strong to go through it in the future."

Looking at the interview results above, it can be concluded that the subject still has mixed feelings. Starting from feeling less confident, feeling less developed, not doing enough time management, worrying about the future, afraid of dropping out of college midway, feeling dissatisfied with his life, being too restrained, jealous of friends or people who have intact families, not feeling close to his mother, feeling happy when going out to play with his friends, being grateful for still being given health, being grateful for being well accepted by his friends, feeling inadequate because he grew up without a father's role, not being able to determine direction and choices, but has begun to accept the situation that the subject is currently facing. The subject also said that he must think positively and continue to be strong to face the situation in the future.

b. Affective Component

The second component is the balance between positive and negative affect. Diener (1984) emphasized that individuals who are well-off have a higher frequency of positive emotions than negative ones. Positive emotions here include being interested, excited, strong, enthusiastic, alert, proud, inspired, determined, attentive, and active. Conversely, the results of this study found that subjects were dominated by negative affect, specifically envy, pent-up anger, and insecurity. All three are part of the negative affect group, which includes distressed, disappointed, guilty, scared, hostile, irritable, ashamed, nervous, jittery, and afraid.

Based on the results of interviews conducted by the subjects, the affective components that were seen were as follows:

"It's like a hobby game and..."

"Main billiards."

"But it's more than just painting."

"His hobby is like art, drawing."

Based on the interview results, it can be identified that the subject has hobbies or interests he wants to learn more about, such as online games, billiards, painting, and drawing.

Furthermore, when expressing his joy, the subject always shares his stories with others he trusts. The subject stated that when he shares his stories, no one close to him feels emotional or hurt. Everyone laughs together. This is consistent with the following interview results with the subject:

"Yes, just sharing, just chatting. Friends, I don't think I ever carry feelings like hate or anything like that. Always laughing. Even though there are problems there."

When faced with criticism or rejection, the subject stated that what always made him feel strong was trying to act indifferent and "I don't care," even though he was somewhat reluctant to accept it. He felt that he had to go through with it no matter what, as stated in the following interview:

"Of course, I feel a bit uncomfortable when I'm criticized. But I can't really fight back. I just deal with it like I'm going with the flow. The critics are like, 'I don't care.'"

When asked about activities that make the subject enthusiastic and energize the subject, the subject stated that these activities include joining organizations or UKMs (Student Activity Units) on his campus.

"In lectures, things like organizations and student associations (UKMs) usually have a big influence."

When the subject was asked about how to deal with the sarcasm directed at him, the subject said that he tried as much as possible to pretend not to hear it so that he would not feel too hurt.

"For me, I just pretend not to hear."

When the subject was asked about how he felt proud, the subject said that pride was in how he could try and achieve it in accordance with Albert Bandura's (1997) Self-Efficacy theory, which is the belief in one's own abilities.

"First of all, I'm proud of myself for being able to get through things like family problems, and then there's that assignment, bro. There are also problems within my own family, and I'll resolve them well, and from that, I'm proud to have gotten through all of this."

When feeling excited, the subject gives a very ordinary reaction but wants that feeling of excitement for his future which is high in him for the future, like Albert Bandura's (1977) Vicarious Experience theory when seeing someone successful increases the subject's belief that he can also be successful.

"No... There's no such thing as being inspired by other people. But for something like... Like other people out there, it's possible to go from zero to this point and be successful. That's how I'm going to be in the future."

When asked about determination, the subject showed strong determination, especially for lectures and also relationships with friends. This is reinforced by Angela Duckworth's (2007) Grit theory as passion and perseverance for long-term goals (graduating from college).

"Goal? Of course, I have that goal of graduating from college."

"...But I'm determined to figure out how to avoid those friends... Like I won't lose a single friend, because that usually makes me feel like a drag, right?"

When the subject was asked about attention, the subject showed an attitude of caring about the feelings of friends and tended to be more able to appreciate a friend and a high sense of empathy, this can be linked to Daniel Goleman's (1995) Emotional Intelligence theory. The subject's ability to realize the sadness of friends and try to motivate them is included in the dimensions of Social Awareness (Empathy) and Relationship Management in the theory of Emotional Intelligence.

"I'm immediately aware of it, sis. I'll act like this friend of mine is confiding in me, and I'll give him something like... How can I make this person feel less sad, and I'll give him some kind of motivation."

"I'll be as attentive as if this child needs attention and affection..."

When asked about how active he was, the subject indicated a desire to develop through organizational activities and actively participate in social environments (playing/chatting). This is in accordance with the Coping Strategy theory of Lazarus & Folkman (1984). The subject uses Social Support Seeking and organizational activities as a self-defense mechanism. Rather than getting caught up in family problems, the "active" subject seeks positive distractions and self-development.

"I once thought I'd like to join an organization next semester so I could develop."

"Usually, I'd chat with friends. There were times when I'd hang out or something, and they'd always invite me. It was like, 'This is fun,' and they'd invite me somewhere."

Research Findings

New findings in this study focused on self-acceptance, a behavior observed in subjects after the loss of a father figure. Children typically resent their father and reject their situation. The subjects have now come to terms with their situation. This can be seen in the following interview:

"I've certainly accepted my current situation because, for the future, I'll just focus on the future."

These results indicate that self-acceptance has begun to emerge within the subject, as he has accepted the loss of his father figure. However, he has chosen to focus on his future. He is grateful to be surrounded by friends with whom he can share and chat, and is grateful for his health. He also begins to focus on the future by enthusiastically participating in Student Activity Units (UKM). This is in line with the theory that self-acceptance is the attitude of accepting everything that happens in life, including things we don't like, and realizing that not everything goes according to plan (Febriana & Rahmasari, 2021).

Another recent finding is that although the subject is dominated by negative affect, he has coping strategies or positive affect to suppress it, such as playing billiards and painting. He is proud to have survived all this despite the loss of his father figure, sharing stories with friends without being carried away by negative emotions. This aligns with Albert Bandura's (1997) theory of self-efficacy, a condition where someone has shortcomings but is able to continue developing according to their potential and plans. Following are the interview results:

"First of all, I'm proud of myself for being able to overcome family issues, and then there's that assignment, bro. There are also family issues, and I'll resolve them well, and that's why I'm proud to have gotten through it all."

CONCLUSIONS AND RECOMMENDATIONS

Based on this research, it can be concluded that the subjective well-being of early adult men, when viewed from the cognitive aspect, subjects evaluate their lives negatively due to social comparisons with ideal families, making it difficult to determine direction and choices due to the lack of a father's role. When viewed from the affective aspect, subjects have negative effects (such as envy, pent-up anger, and insecurity) that are more dominant than positive effects. The absence of a father figure and the lack of emotional closeness with the mother significantly hinder the participants' ability to achieve happiness and self-actualization in early adulthood. A new finding from this study, although the subjects already have self-acceptance and divert their negative emotions through hobbies by being actively involved in organizations and thus receiving support from their friends. This is in line with the finding that social support acts as a protective factor against the impact of fatherlessness on SWB. Warm relationships with peers or mentors can increase a sense of belonging, self-worth, and life satisfaction even though the father is not physically or emotionally present in the child's life (Nolan & Smyth, 2021; Padilla-Walker et al., 2017).

FURTHER STUDY

Based on the results of this study, researchers can provide suggestions for further research to explore this research with a larger sample and can conduct experimental research to find psychological strategies or interventions that can improve subjective well-being in early adult men who experience fatherlessness.

REFERENCES

- Al Hafiz, A. A., Tibrisna, N., Paramarta, N. A., & Edy, D. F. (2023). Subjective Well-Being of Overseas Students at the State University of Malang. *Jurnal Sains Psikologi*, 12(1), 144-162.
- Bandura, A. (1977). *Social Learning Theory*. Prentice Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. Freeman.
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087-1101.
- Fairuzza, M., Sarirah, T., & Intyaswati, D. (2023). The role of parental education on verbal abuse and its impact on the mental health of young adults. *Salud Mental*, 46(1), 27-33. <https://doi.org/10.17711/sm.0185-3325.2023.004>
- Frazier, D. and Cowan, R. (2020). The Correlation Between Attachment Style, Self-Esteem, and Psychological Well-Being of Fatherless Women Ages 25-55. *Adulthoodspan Journal*, 19(2), 67-76. <https://doi.org/10.1002/adsp.12096>.
- Goleman, D. (1995). *Emotional Intelligence*. Bantam Books.
- Green, D. (2025). Fatherlessness: Black Jamaican Mothers' Perspectives. *Journal of Family Issues*, 46(10), 1515-1543. <https://doi.org/10.1177/0192513x251356263>.
- Hanifah, G., Dhea M, G. R., Khalda, B. S., Ulya, A. D., Aditya, N. N., & Hamidah, S. (2024). Analisis Dampak *Fatherless* terhadap Kondisi Sosioemosional Remaja. *Jurnal Psikoedukasi dan Konseling*, 8(1), 26-36.
- Hitchens, B. and Payne, Y. (2016). "Brenda's Got a Baby". *Journal of Black Psychology*, 43(1), 50-76. <https://doi.org/10.1177/0095798415619260>.

- Hunter, A., Friend, C., Murphy, S., Rollins, A., Williams-Wheeler, M., & Laughinghouse, J. (2006). Loss, Survival, and Redemption. *Youth & Society*, 37(4), 423-452.
- Ismail, I. H. (2024). *Pendekatan Kualitatif*. Dipetik Desember, 2, 2024.
- Karni, A. (2018). SUBJECTIVE WELL-BEING PADA LANSIA. *E-Journal System IAIN Bengkulu (Institut Agama Islam Negeri)*, 18(2), 84-102.
- Karundeng, A. H., Dareda, K., & Dwisetoyo, B. (2019). Hubungan Pola Asuh Orang Tua dengan Pencapaian Identitas Diri Remaja di Kelurahan Tumatangtang Kecamatan Tomohon Selatan Kota Tomohon. *Jurnal Kesehatan: Amanah Prodi Ilmu Keperawatan STIKES Muhammadiyah Manado*, 3(1), 49-54.
- Kurniawati, U. M., & Maemonah. (2021). ANALISIS HIERARKI KEBUTUHAN MASLOW DALAM PEMBELAJARAN DARING ANAK USIA DASAR: ANALISIS JURNAL SINTA 2 SAMPAI 6. *AULADUNA: Jurnal Pendidikan Dasar Islam*. 8(1), 51-65.
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer Publishing Company.
- Lubis, M., Riski, A., Nopita, D., Apriliana, D., Kurniati, W., & Mutmainnah, K. (2024). Fatherless Impact on Jambi University Guidance and Counseling Study Program Students. *International Research-Based Education Journal*, 6(2), 234.
- Maako, A. and Koen, V. (2025). Black young adults' perceptions of psychological services regarding father absence. *Family Relations*. <https://doi.org/10.1111/fare.70024>
- Mad, N. S. N., Yunus, M. M., & Azziz, M. S. A. (2021). ASPEK DAN PENILAIAN KESEJAHTERAAN SUBJEKTIF: KEBAHAGIAAN, KEGEMBIRAAN, KEPUASAN DAN KUALITI HIDUP. *Jurnal Pengajian Melayu - JOMAS*, 32(2), 94 -111.
- Marssel M. Sengkey, Nova Lisy Sinaulan, Queen Maharani Kartika Kalalo, Varel Eldad Onemarch Mamuja,
- Wenly Napoleon Ontolay, & Yesi Padoma. (2025). Figur yang Hilang, Keyakinan yang Terganggu: Tinjauan Literatur tentang Kepercayaan Diri Anak Fatherless: Penelitian. *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan*, 3(4), 5835-5840.
- Mulambo, E. Lived experiences of young adults who grew up without their biological fathers.
- Nolan, A. and Smyth, E. (2021). Risk and protective factors for mental health and wellbeing in childhood and adolescence.
- Padilla-Walker, L., Memmott-Elison, M., & Nelson, L. (2017). Positive Relationships as an Indicator of Flourishing During Emerging Adulthood.
- Priyandanu, P., Ulfah, M., & Salim, I. (2020). Sosialisasi Orangtua tentang Peran Gender pada Anak Usia Dini di Desa Sungai Kunyit Laut Kabupaten Mempawah. *Jurnal Pendidikan (JAPRA)*, 3(2), 101-112.
- Rizkillah, R., Hastuti, D., & Defina. (2023). Pengaruh Karakteristik Remaja dan Keluarga, serta Gaya Pengasuhan Orang Tua terhadap Kualitas Hidup Remaja di Wilayah Pesisir. *Jurnal Ilmu Keluarga & Konsumen*, 16(1), 37-49.
- Sary, K., Maulidina, R., Yuniar, R., & Putri, S. U. (2023). Pentingnya Peran Orang Tua Dalam Membentuk Identitas Gender. *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial*, 1(5), 503-508.
- Timpe, Z. and Lunkenheimer, E. (2015). The Long-Term Economic Benefits of Natural Mentoring Relationships for Youth. *American Journal of Community Psychology*, 56(1-2), 12-24.
- Wahyuni, R., Astri, A., & Teluma, T. R. A. S. (2024). Studi Fenomenologis: "Self-Acceptance Pada Perempuan Dengan Pengalaman Fatherless". *Innovative: Journal of Social Science Research*, 4(5), 5646-5657.