

## **THE EFFECTIVENESS OF PARENTING CLASSES IN INCREASING PARENTING SELF EFFICACY IN EARLY CHILDHOOD PARENTS DURING THE COVID-19 PANDEMIC**

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**Abstract:** Online learning assistance for early childhood during the Covid-19 pandemic is a challenge in itself. Thus, this phenomenon is clearly seen in several PAUD (Early Childhood Education) schools in Tangerang. Based on Focus Group Discussions and questionnaires on parents of students, it was found that parents' confidence in accompanying children and children's learning achievement at home decreased due to online learning which was considered difficult. According to Coleman and Karraker (2000), parenting self-efficacy is a parent's assessment of their competence in the role of parents or parents' perceptions of their ability to positively influence the behavior and development of their children. One of the efforts to help parents is through parenting class activities designed to enhance or improve the role of parents in childcare. Parenting class is a specific intervention designed to improve the overall quality of parents which aims to help mothers and fathers relate to their children (Scott & Gardner, 2015). This study aims to determine the effectiveness of parenting classes in increasing parenting self-efficacy in early childhood parents during the Covid-19 pandemic. Research subjects (N = 294) in this study were parents / learning companions of early childhood education students, using non-probability sampling techniques with purposive sampling method. Measurements conducted using Paired Sample T-Test. Based on the comparison of pre-test and post-test measurements, the results obtained are the value of  $t = -71,365$ ,  $p = 0.000 < 0.05$ , thus there is a significant difference in parenting self-efficacy both in the pre-test and post-test in parents after parenting class.

**Keywords:** Parenting Class, Parenting Self Efficacy, Parents, Early Childhood

## **PRELIMINARY**

The threat of the Covid virus outbreak starting from the end of 2019 until now in 2021 has plagued all corners of the world causing big problems, one of which is in Indonesia. This condition underlies the policy to take students from kindergarten to university levels to prevent the spread of the Covid-19 virus chain. The Early Childhood Education (PAUD) level has the right to continue to participate in distance learning activities.

Online learning assistance for early childhood during the Covid-19 pandemic is indeed a challenge, not only for educational institutions, teaching staff, and PAUD students themselves, but also for parents. This condition certainly affects the confidence of parents to be able to succeed in online student learning at home. This can be seen from the complaints, obstacles and protests felt by parents. Thus, this phenomenon is clearly seen in several PAUD (Early Age Education) schools in Tangerang.

Based on the results of preliminary studies conducted by researchers through Focus Group Discussions and questionnaires to parents, it was found that the confidence of parents in accompanying early childhood learning at home decreased, in other words, most parents felt incompetent in assisting students in studying, online learning methods that are considered difficult, even parents are unsure of their children's learning achievements during the Covid-19 pandemic because they are different from previous normal conditions. The uncertainty felt by the parents of these students is related to parenting self-efficacy.

According to Coleman & Karraker (2000), parenting self-efficacy is parents' assessment of their competence as parents or parents' perceptions of their ability to positively influence the behavior and development of their children.

Learning in Early Childhood Education really requires a positive compatibility between the school and the parents. As for the role of educational institutions, in this case the school in involving parents to work together to optimize student achievement, one of which is through parenting class programs. Parenting is a process that refers to a series of actions and interactions carried out by parents to support child development (Brooks, 2011). In line with this, according to Scott & Gardner (2015) parenting class is a specific intervention designed to improve the overall quality of parents that aims to help mothers and fathers relate to their children.

This is evidenced by research on Parenting Day as an Activity to Improve Parent-Child Relationships. With a qualitative approach and the type of case study research. The results of this study found that parenting activities at KB Al-Ghoniya can provide benefits for increasing parental knowledge in parenting, increasing child development, namely children are more confident, and achievement from school is raising parents' interest in sending their children to KB Al-Ghoniya (Wahyu, Wahyuni, & Widiyanto, 2018).

Another study, Elyana (2020), entitled Parenting Class Management Through E-Learning Media, said that parenting class management is needed to regulate parental education activities for positive conformity, especially in early childhood development. This research was carried out with a qualitative-phenomenological approach. The variables used in this research are parenting class and online learning. The research subjects used were children aged four to six years in TK Lab Belia, University of Ivet Semarang. The research instrument used triangulation techniques, namely interviews, documentation and observations of research subjects.

In addition, other researchers, namely Diah Astutiningrum, Elsi Dwi Hapsari, and Purwanta (2016) with the research title *Improving Parenting Self Efficacy in Post-C-section Mothers Through Counseling*. The purpose of this study was to examine the effect of counseling given to postpartum mothers with CS on increasing PSE. The method used is quasi-experimental with pre-test and post-test with control group. The total research subjects were 66 subjects which were divided into experimental and control groups of 33 subjects each. The results of this study, counseling with booklets have an effect on parenting self-efficacy in postpartum mothers with SC.

Parenting self-efficacy comes from the self-efficacy construct proposed by Bandura, namely self-assessment, whether one can take the right action or wrong, good or bad, can or cannot do what is required. Meanwhile, self-efficacy in the realm of parenting is also known as parenting self-efficacy (PSE). Parenting self-efficacy is a parent's belief in his or her own ability to manage and perform tasks related to parenting under certain conditions (Bandura, 1997). Parenting self-efficacy is defined as the level of expectations of parents to competently and effectively carry out their role as parents (Teti & Gelfand, in Weaver 2008). According to Coleman & Karraker (2000) parenting self-efficacy is parents' assessment of their competence in parenting roles or parents' perceptions of their ability to positively influence the behavior and development of their children.

Parenting self-efficacy which is related to feeling competent when caring for children is one part of the cognitive aspect of parenting competence, so it can have a direct impact on the behavior shown by parents when dealing with children, as well as having an impact on the level of satisfaction experienced by parents in caring for children. Coleman &

Karraker, in Delft, 2012). This variable is important because PSE is the main factor in determining which behavior parents will take and the efforts to overcome and persistence that parents will show when facing difficulties (Bandura, in Jones & Prinz, 2005).

So, it can be concluded that parenting self-efficacy is an assessment and perception of parents on their competence in providing effective parenting which has a positive influence on child development. PSE is an important thing that must be owned by every parent, especially the mother as the main caregiver of the child. Bandura states that self-efficacy is not a personality trait, but is conceptualized as a dynamic component (Desjardin, 2001). So that self-efficacy can be obtained, changed, increased or decreased, through one or a combination of four sources, namely the experience of mastering an achievement, vicarious experience or the experience of observing and assessing social models, social persuasion and emotional generation (Alwisol, 2009).

Dimensions in parenting self-efficacy from the dimensions of parenting tasks when carrying out the parenting process for children aged children include: a) Achievement, children's achievements in school; b) Recreation, recreation; c) Discipline, determination of discipline; d) Nurturance, emotional nurturing; and e) Health, maintenance of children's physical health. Based on these five dimensions, it can be concluded that in carrying out specific tasks in parenting, namely achievement, recreation, discipline, emotional nurturing, and maintenance, it is necessary to do with the aspects of self-efficacy proposed by Bandura, namely self-confidence, confidence to overcome problems, confidence achieve targets, as well as confidence in cognitive abilities.

In addition, Coleman & Karraker (1997) mentions several factors that influence the development of parenting self-efficacy in individuals, namely: a) past experiences of individuals with their parents; b) Culture and community; c) Experience with children; d) Level of cognitive readiness; and e) Social support. The process of modifying parenting self-efficacy can be done through an intervention. One form of intervention to improve parenting self-efficacy in this study is parenting class.

Parenting according to Jerome Kagan, in Elyana (2020) is a series of decisions regarding socialization to children including what parents or caregivers do when children cry, are angry, lie and do not do their duties properly, the goal is that children are able to take responsibility and contribute as members of the community. Public.

The definition of parenting class according to Scott and Gardner is a specific intervention designed to improve the quality of parents that aims to help parents relate to their children as a whole. The Child Welfare Information Gateway defines parenting training as training, programs, or interventions that assist parents in acquiring knowledge and skills to improve their parenting and increase knowledge and communication skills with their children, as well as to reduce the risk of child abuse and/or reduce behavior. annoying kids. The implementation of parenting classes can be done flexibly. The media used can be face-to-face or online, including lecture methods, direct instructions, discussions, video screenings, strategies, or other formats.

From some of the opinions of the experts above, it can be synthesized that what is meant by parenting training programs is any training, program, or other intervention that helps parents acquire knowledge and skills to

improve parenting abilities as well as the ability and skills to increase or maintain confidence in educating their children.

## **RESEARCH METHOD**

### **Sample/population**

The total population of parents of TK X students in Tangerang is 300 people with a sample of about 294 parents. The sampling method used in this study is non-probability sampling with purposive sampling technique. Purposive sampling is a sampling technique with certain considerations (Sugiyono, 2012). The sampling technique is adjusted to the criteria to be studied. The participants of this study were parents and student companions who accompanied children during online learning. In this study, research participants must meet the criteria that have been set, namely a) Parents or learning companions of PAUD-aged children and b) have children who are active PAUD students (4-6 years).

### **Data collection**

The research was conducted using an experimental method approach, namely one group pretest posttest design, a technique to determine the effect before and after giving treatment (Sugiyono, 2012). The experimental method is an effective way to solve problems and answer practical questions (Shaughnessy, Zechmeister, & Zeichmeister, 2015). The experiment in this research is giving intervention using parenting class technique. In this study, researchers wanted to see the effectiveness of parenting classes on parenting self-efficacy of PAUD students' parents before and after receiving treatment.

This study begins with the process of collecting data using a parenting self-efficacy questionnaire before being given a parenting class. Furthermore, all participants were given parenting class as treatment. After the parenting class was carried out, participants were asked to fill out the parenting self-efficacy questionnaire again. The parenting classes that are carried out are online, 2 times a month with a schedule agreed with the school.

The measuring instrument used to measure the parenting self-efficacy variable is a parenting self-efficacy questionnaire consisting of 29 items arranged referring to the parenting self-efficacy measuring instrument with five dimensions, namely 1) Achievement; 2) Recreation; 3) Discipline; 4) Nurturance and 5) Health by Coleman & Karraker (2000). The 29 item statements consist of 17 positive statements and 12 negative statements.

### **Data analysis**

The normality test used the one sample K-S test with the Kolmogorov-Smirnov test. The normality test on the total parenting self-efficacy score in the pre-test showed that the data were normally distributed. The distribution is considered normal if the distribution value is  $p \text{ value} > 0.05$ . In the pre-test, the parenting self-efficacy variable has a value of  $\text{sig}(p) = 0.06 > 0.05$ , then the total score data is said to be normally distributed. Similarly, the normality test in the post-test, the total score of parenting self-efficacy shows that the data is normally distributed. In the post-test, the parenting self-efficacy variable has a value of  $\text{sig}(p) = 0.216 > 0.05$ , then the parenting self-efficacy measuring instrument is said to be normally distributed.



Based on the normality test which shows that the distribution of the parenting self-efficacy variable data is normally distributed, in this study the paired sample t-test technique was used to test the difference in the results of the pre-test and post-test.

## **RESULTS**

After conducting a different test using the paired sample t-test technique for parenting self-efficacy, the mean value for the pre-test was 77.44 (SD=6.085), while the mean value for the post-test was 119.27 (SD=10.851). Furthermore, from the results of the difference test, the value of  $t = -71.365$ ,  $p = 0.000 < 0.05$ , thus there is a significant difference in parenting self-efficacy both in the pre-test and post-test on the accompanying parents of students after being given parenting classes.

In addition, there is a description of parenting self-efficacy based on the relationship with the current child which is calculated using different test statistics with the One Way Anova method. Based on the results of data analysis, it is known that  $F = 4.185$  and  $p = 0.007 < 0.05$ , this means that there is a significant difference in parenting self-efficacy between parents who accompany students based on their current relationship with children.

## **DISCUSSION**

Based on the results of research conducted on 294 respondents, the results obtained are the description of the pre-test and post-test data from the parenting self-efficacy variable, both showing a high level of parenting self-efficacy. However, it was found that the pre-test value of parenting self-efficacy was lower than the post-test score. Thus, it can be concluded that there is an increase in parenting self-

efficacy for parents who accompany students after getting parenting classes that are held during distance learning. In line with this, from the results of data analysis, it was found that there were significant differences in parenting self-efficacy in the pre-test and post-test of the accompanying parents after being given parenting classes. By comparing the test results on the pre-test and post-test, it can be said that there is a difference in the level of parenting self-efficacy between before and after holding parenting classes.

The results of preliminary studies conducted by researchers through Focus Group Discussions and questionnaires to parents of previous students, it was found that the confidence of parents in accompanying early childhood learning at home decreased, most parents felt incompetent in assisting students to learn to get learning achievement which is optimal because the online learning method is considered difficult.

Parenting self-efficacy is the belief of parents in their ability to manage and perform tasks related to parenting (Bandura, 1997). Therefore, the school seeks to hold parenting class programs several times a semester online for 2 hours. The role of educational institutions, in this case schools, is to involve parents to work together to optimize student achievement, one of which is through parenting class programs.

Brooks (2011) argues that parenting is a process related to a series of actions and interactions that parents take to support children's development. Bandura states that self-efficacy is not a personality trait, but rather a dynamic component (Desjardin, 2001). In other words, the theory is in accordance with the results of this study,

parenting self-efficacy can be obtained, modified, increased or decreased, and the presence of parenting classes is very helpful in increasing the level of parenting self-efficacy of parents accompanying students during distance learning.

Likewise, the statistical test in this study regarding differences in parenting self-efficacy based on the relationship between the accompanying parent and the child, as well as the accompanying parent's belief in overcoming the child's current problems. The results of the data analysis showed that there were significant differences in parenting self-efficacy between the accompanying parents of students based on the relationship between the accompanying parent and the child, as well as the accompanying parent's belief in overcoming the child's current problems. Although there is no significant difference in parenting self-efficacy between parents of accompanying students based on age, gender, last education, parental employment status, number of children, student companions, education level of students, school, marital status of parents, spouse support, family support, friends and environment, as well as childhood images of the accompanying parents in the past.

Coleman and Karraker (1997) mention several factors that influence the development of parenting self-efficacy in individuals, one of which is experience with children. Experience with children is the experience of mothers with children other than their own children. Goodnow (in Coleman & Karraker, 1997) explains that feedback from parent-child interactions is an important source of competency information and influences parents' perceptions of their ability to overcome challenges in the parenting process effectively. This theory is in accordance with the results of this study, namely the better the

relationship between parents or companions with children, the higher the parenting self-efficacy for the accompanying parents.

Likewise with the results of statistical tests with the results of differences in parenting self-efficacy based on the beliefs of accompanying parents in overcoming children's current problems. According to Coleman & Karraker, the basic concept of this theory illustrates that high parenting self-efficacy includes two important things, including knowledge of factors related to parenting and the level of confidence in a person's ability to display behavior to apply the knowledge he has (Desjardin, 2001).

Desjardin (2001) adds that parents who feel efficacy are parents who have knowledge and competence in their role as parents, which may be indicated by being able to formulate appropriate developmental goals for their children and implement the intervention strategies specified. On the other hand, inefficacious parents are parents who do not have knowledge and competence in their role as parents, which may be indicated by not following up on the intervention strategy that has been determined for their children. In other words, the theory is in accordance with the results of this study, namely the higher the confidence of accompanying parents in overcoming the child's current problems, the higher the parenting self-efficacy of parents with efficacy compared to parents who do not feel efficacy.

## **CONCLUSION**

Based on the pre-test and post-test data analysis of the parenting self-efficacy variable, it shows that the level of parenting self-efficacy tends to be high. However, it was found that the pre-test value of parenting self-efficacy was lower than the post-test score. Thus, it can

be concluded that there is an increase in parenting self-efficacy for parents who accompany students after getting parenting classes that are held during distance learning.

In addition, based on the data analysis that has been carried out regarding the differences in parenting self-efficacy between parents accompanying students, it can be concluded that there are significant differences in parenting self-efficacy in the pre-test and post-test for parents accompanying students after being given parenting classes. By comparing the test scores on the pre-test and post-test, it can be said that there is a difference in the level of parenting self-efficacy between before and after the parenting class. In other words, the existence of parenting classes is very helpful in increasing the level of parenting self-efficacy for parents who accompany students during distance learning.

Likewise, regarding the differences in parenting self-efficacy based on the relationship between the accompanying parent and the child, as well as the beliefs of the accompanying parent in overcoming the child's current problems. The results of the data analysis showed that there were significant differences in parenting self-efficacy between the accompanying parents of students based on the relationship between the accompanying parent and the child, as well as the accompanying parent's belief in overcoming the child's current problems.

## **SUGGESTION**

Suggestions related to the theoretical benefits are that this research can be used in various fields of science, including educational psychology and developmental psychology. Based on the results of

this study, an illustration is obtained that there is an effectiveness of parenting classes even though online to increase parenting self-efficacy for parents accompanying students after receiving parenting classes that are held during distance learning. Based on this, educational psychology again obtains data donations online. Empirically, it turns out that parenting self-efficacy for parents and student companions can be improved by the parenting class process carried out by researchers.

In further research, the researcher suggests that further research be conducted to enrich the results of the study with research proposals regarding the effectiveness of parenting classes in relation to parenting self-efficacy and academic achievement. It is expected to be able to prepare for the intervention better, for example in the preparation stage it can pay more attention to the school's academic schedule, and it would be better to conduct another interview after the post-test in order to get a more optimal picture of the research results. In addition, it would be better if the implementation of the training could reach all students, namely not only parents of PAUD students but parents of elementary, middle and high school students, as well as teachers of school educators. By involving teachers or the school, it is hoped that the results of parenting class and parenting self-efficacy data will be richer and optimal.

As for practical advice for parents or student companions who have an important role in the success of student teaching and learning activities at home during distance learning, so that they can better prepare themselves or do not stop seeking knowledge from reliable sources regarding child development. Take advantage of good relationships and communication with teachers, school counselors

and fellow parents to keep track of children's development. This can be done to foster or improve parenting self-efficacy that is currently owned. With maximum readiness, it is expected to increase parenting self-efficacy more optimally. Furthermore, for the school, the parenting class program that has been carried out so far is very good, it is hoped that it can continue to facilitate parents and teachers to be able to obtain information through the provision of parenting classes and continuous teacher training, as well as educational seminars to prepare people's performance. parents and the school to be more synergistic and better in the future.

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