

# Strengthening for Self-Efficacy and Parenting Patterns in Improving Online Learning Outcomes of Elementary School Students During the Covid-19

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## Abstract

The article aims to analyze and describe the strengthening of self-efficacy and parenting patterns on Elementary school students' learning outcomes during online learning. The success of students' academic achievement cannot be separated from parents' contribution and involvement directly in accompanying their children to study online at home. The method used is a *systematic literature review* (SLR) by collecting informative data by identifying, evaluating, and examining all research topics. The research result shows that self-efficacy and involvement of parenting patterns contributed significantly to improving the learning outcome of Elementary school students. The contribution of this study is to develop a parenting program that can support students' learning success at home during online learning in the Covid-19 pandemic.

*Keywords:* Self-Efficacy, Parenting Pattern, Learning Outcome, Online Learning.

## A. INTRODUCTION

The learning and teaching process applies distance learning (online) or widely popular as online learning using technological devices at home, and it is one of the solutions implemented by the government during the Coronavirus Disease (Covid-19) pandemic. This policy was formalized in Circular Letter No. 3 of 2020 concerning Prevention of Covid-19 on educational unit and Circular Letter No. 4 of 2020 concerning the implementation of educational policy in the emergency of Covid-19, which arranging learning process at home. The implementation of policy regarding study at home online, until today, was not much effective, except in the Elementary School level (SD). It is felt authentically by teachers, students, and even parents of students. The school's efforts in facilitating students to learn online are very diverse by hoping that it can meet students' needs to learn well at home. The implementation of online learning at home, apart from many obstacles, is a challenge for school members, including parents of students (Arifa, 2020).

Parents' involvement in school tasks and using digital technology to accompany their children to study, particularly in Elementary school, is crucial. The reason is that elementary school students' dependency is very significant, and they rely entirely upon their parents. Using the internet to obtain information, accessing lesson material, or presenting the task, can be a burden for students and parents at home because of their knowledge limitation in mastering the existing digital technology. Many parents find it challenging to accompany their children to learn

online, which is caused by parental distrust of their own abilities in assisting their children to learn and the lack of building constructive interactions between parents and children, which are parenting patterns far.

If the current condition continues for a while, it can cause an uncondusive situation that influences parents' self-efficacy. Self-efficacy is a cognitive process producing a belief, decision, and expectation in controlling oneself toward the task achievement given conforming to the desired they wish for (Maulida et al., 2018). Bandura defines that self-efficacy as an individual's belief in himself to complete even difficult tasks by making it a challenge to be mastered, rather than a threat to be avoided (Bandura, 1989). Thus, it can be explained that individuals who have a low level of self-efficacy, namely if the individual cannot convince himself of his potential to complete several given tasks, will cause problems both for himself and for others. If someone believes in the abilities within him, he will also feel confident in carrying out his activities. Self-confidence is the most valuable thing in individuals in social life. The reason is that with self-confidence, a person can actualize all his potential (Pangestu et al., 2020). It will influence how parents can organize and choose actions following what they believe in, positively influencing them when connected with parents' self-efficacy (Marsela & Supriatna, 2019). The parents' beliefs, abilities, and expectations in behaving and acting to achieve certain goals are inseparable from the way parents approach their children. They believe that they can effectively achieve their will, dreams, and goals (Ahmad, 2013).

Self-efficacy and parenting have a significant correlation, as the subject of concern is related to adjusting to conditions, providing stimulation, and maintaining a child-rearing environment that supports social, academic, and psychological well-being (Wittkowski et al., 2017). To be a good support system in the process of children's academic achievement at school, in child care, parents need qualified knowledge and skills so that they can become companions, facilitators, and mentors in shaping children's self-development (Erlanti et al., 2016). Moreover, *self-efficacy* can bring a significant effect on learning motivation (Benawa, 2018). When viewed from an academic perspective, self-efficacy can influence the choice of activities, efforts, and performance levels to support student success in learning (Agustiani et al., 2016).

Active parent's involvement and contribution will become a bridge for school and home, parents and teachers, or teachers and students. Although currently, online learning prefers to prioritize using digital media over other media. In this case, parents will be more involved in arranging relationships between their children and digital media (parents' mediation). Furthermore, parents put digital media into their daily lives and children parenting patterns (Mascheroni, 2018). The important thing that parents must do is attend to several strategies in parenting their children. In addition to understanding the positive and negative effects of using digital media, children must also be educated and given an understanding of the risks and opportunities of the media (Mutlu-Bayraktar et al., 2018). The relationship between parenting and digital media will affect children's parenting style, while the factors that influencing factors are: social class, gender, and ethnicity (Tan, 2007). According

to the local culture, in line with the idea, the parenting concept in a contextual perspective was developed based on beliefs or parenting goals. Parenting goals contain the various skills or values expected or considered essential in a culture (Etikawati et al., 2019). Meanwhile, there is some obstacle for the parent, it's like how children learn directly by the time. In fact, time constraints are the main factor that children have to study and collect school assignments. Even though, there are many parents are overwhelmed in this case, but positive support have given for teacher by them (Sabiq, 2020).

## **B. METHOD**

The method used was *systematic literature review* (SLR), the literature review method that goes through the stages of the process by identifying, evaluating, and interpreting all findings on research topics to answer predetermined research (Kitchenham et al., 2010). The search for literature or articles is carried out online using the keywords such as self-efficacy, parenting styles, and online learning in the Google Scholar database, e-Journal indexed by Sinta, Springer, Sage Pub., Neliti, PubMed, Amazon.com, e-Library, and ERIC. The study uses PRISMA (Preferred Reporting Item for Systematic Reviews and Meta-Analytic) to analyze the collected article. In this case, all relevant articles are then re-read and summarized based on the purpose, author's name, publication year, number of respondents, instruments used, research results, and suggestions for further research. For the next stage, that is, making particular criteria of the research articles on 1) self-efficacy, the role of parenting patterns and their impact on children's learning success, online learning assistance, 2) published research articles, while the exclusion criteria are parenting patterns of parents who have a teen. The article searching process begins by reviewing the titles and abstracts of all collected articles and comparing them with predetermined criteria. The following is a description of the library search using the PRISMA method.

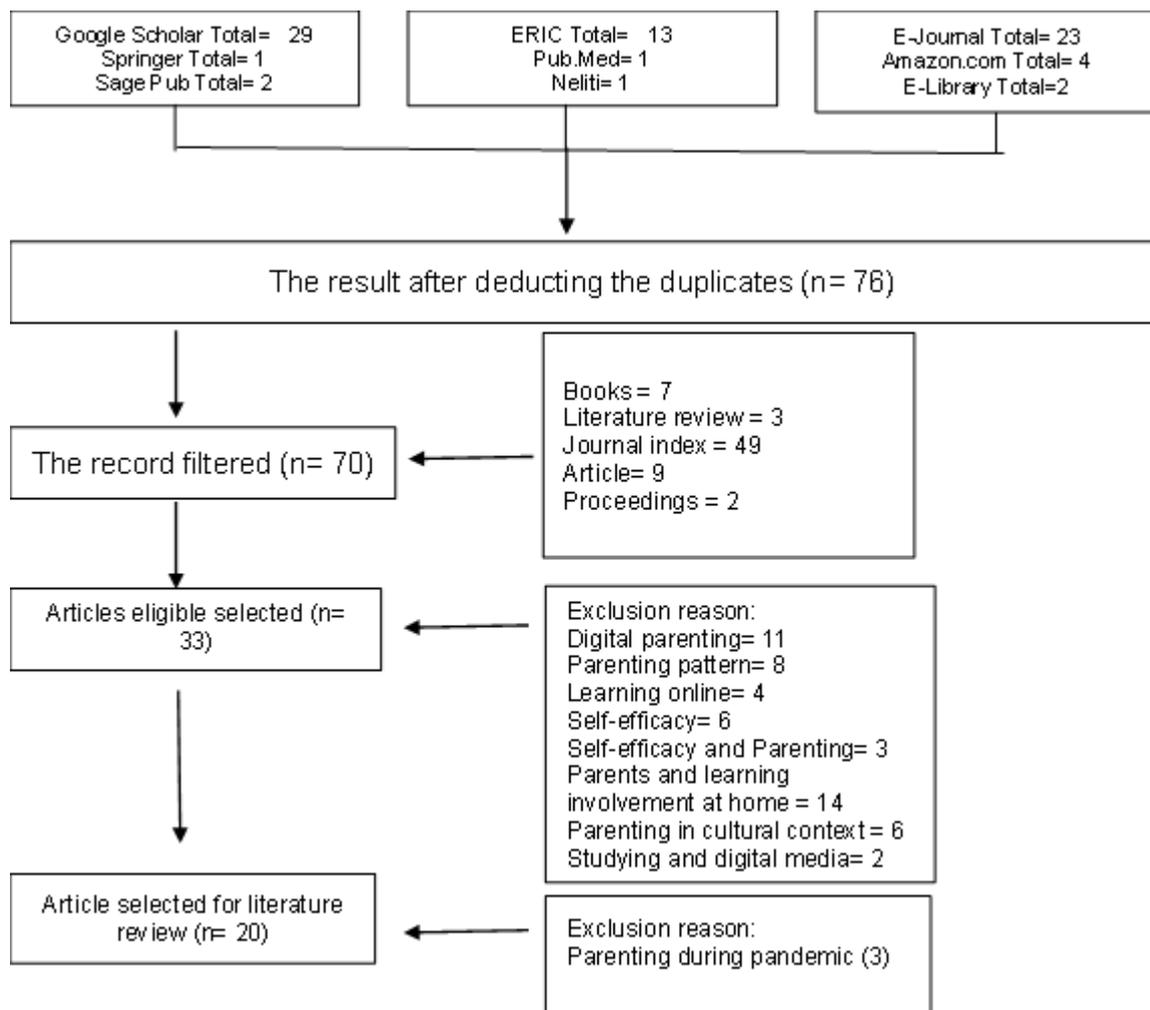


Figure 1. Literature Review Searching Method

C. RESULT AND DISCUSSION

Based on the literature review conducted, the result derived as follows:

Table 1. Result of Literature Review

Research	Respondent		Measurement & Instrument	Predictor Variables	Var. Dependent (Impact)
	Total	Age			
(Fletcher et al., 2008)	370 Parents 370 children	10 years	Questioner	Parenting style as a moderator	Parenting style is related to academic problems and social problems for children
(Topor et al., 2010)	158 children	7 years	Questioner with 5 scale answers	A relationship of parents' involvement	Children academic achievement becomes better, showing intelligence impact
(McNeal Jr, R. B., 2014)	12.245 parents		Questioner	Parent-children involvement, parents-school involvement	Influencing student attitude and behavior so it influences indirectly on their

					achievement at various levels
(Mutlu-Bayraktar, et al., 2018)	79 parents 18 children	10 years	Direct option and open questions	Parents use several parenting strategies	Educate children about the risks and opportunities of using digital media
(Fransiska, 2020)	7 parents		Triangulation data with observation, interview, and documentation	Parents' role in accompanying	Children can follow online learning and complete school's task
(Juniarti et al., 2020)	100 children	11 year	Proportional random sampling technique with simple regression and multiple regression	Parenting pattern	a positive and significant relationship between parenting patterns and self-concept with children's mathematical knowledge competence
(Pangestu, et al, 2020)	363 children	7-12 year	Data collection with self-confidence scale, self-efficacy scale, and parenting scale	Self-efficacy and parenting	Self-efficacy partially has a significant effect on students' self-confidence, parental care partially has a significant effect on students' self-confidence, and self-efficacy and parental care simultaneously have a significant effect on students' self-confidence by 35.5%
(Kurniati et al., 2021)	9 parents 3 fathers 6 mothers		Case study	Parents' role emerges as mentors, educators, keepers, developers, and supervisors	Children are conditioned to do activities together while at home, establish communication, motivate, provide education and innovate activities.

According the table 1 showed that most parent became the participant of the research, they had children with 7 years-12 years (Fletcher et al., 2008; Topor et al., 2010; Mutlu-Bayraktar et al., 2018; Juniart et al., 2020. Pangestu et al., 2020).

Meanwhile, McNeal Jr. (2014), and Kurniati (2021) used parent participant without the children. In the different circumstances, used child in the research described for represent them in the different grades at school. Topor (2010) examined children in first grade who had age in 7 years, while Fletcher (2008), Mutlu (2018) and Juniarti (2020) examined children age 10-11 who were in upper grades in the elementary school, and Pangestu (2020) examined all children who were in all grades from first grades until six grades. Measuring instrument of the research used 20 article, where most of article used qualitative method and some article used quantitative in data collection. From the literature review found that the research consist several parenting styles, parenting pattern, and parenting role (Fletcher et al., 2008; Fransiska, 2020; Juniarti et al., 2020; Kurniati, 2021). On the other hand, Topor et al. (2010) and McNeal Jr. (2014) discuss about parent involvement and Mutlu et al. (2018) found the parenting startegies. Meanwhile, Pangestu et al. (2020) found relationship of self-efficacy and parent. Futhermore, one of the determinant factors of the research were age of children characteristics and parent involvement at home who contributes in constructive relationship with positive circumstances for both of them (McNeal Jr., 2014; Juniarti et al., 2020; Pangestu et al., 2020; Kurniati, 2021). Then, the effect of parenting role and parenting pattern could convince the children improving their ability in their study and influence the children attitude and behavior where the two are related to each other (Topor et al., 2010; McNeal Jr., 2014; Juniart et al., 2020; Pangestu et al., 2020; Kurniati et al, 2021).

The changes in the education system during the Covid-19 pandemic impact all school members, including students, teachers, and parents. The fact is, the online learning applied by schools transferring school's affair to the house. The length of time with family causes varied reactions and responses. However, there is a positive side, that is, returning the function of the family. The children can get protection, compassion, and comfort. On the contrary, it might have negatively affected childs' development caused by parents (Ismaniar & Utoyo, 2020). Ismaniar & Utoyo (2020) stated that the mirror of effect is a phenomenon of children's behavior resulting from the reflection of their environment's behavior. If the environment is good, the child also will behave well, and vice versa. The vulnerability of parental care while accompanying children to learn online at home can happen; some parents have difficulty directing their children to study and complete school assignments (Sabiq, 2020). In addition, the mood of elementary school children is constantly changing where children play more than learn, so that it becomes an obstacle for parents while accompanying children to learn online at home. (Fransiska, 2020). One of these problems can occur, namely the low level of parental self-efficacy. Thus, the strengthening of parents' self-efficacy must be grown properly. Wittkowski (2017) stated that self-efficacy and parenting significantly correlate in psychological and academic factors (Wittkowski et al., 2017). Therefore, parents need to implement proper parenting when accompanying their children at home during the Covid-19 pandemic. At that time, parent shoul prepared and created experience with their children now going online (Giovanna Mascheroni, 2018). Impact of the parents role in

the digital access of children, could become behavior controlling, restrictive, and protection (Tan, 2007). Thus, it is time for parents to provide support in facilitating their children's learning with technology (Hayman & Coleman, 2016). In different condition, goal of education could reach with digital way (Lankshear & Knobel, 2008).

Parenting will not be separated from the life of a child. The parent's role and involvement will determine children's development and success in the future, both physically and mentally. From the ecology perspective, Bronfenbrenner (Etikawati et al., 2019) emphasizes nurturing contextual concepts, both culturally and temporally; that is, the whole system related to children's lives will experience changes gradually. Thus, this change in time is known as the chronosystem. Meanwhile, according to psychologists, a clear concept of parenting uses a pattern dimension approach (Fletcher et al., 2008). It is based on grouping a normal variation in parenting into specific types of parenting. Baumrind (Audina et al., 2020) introduces 3 forms of parenting patterns, i.e., authoritarian, permissive, and authoritative. The descriptions of parenting patterns are: a. Authoritarian, parents who apply parenting tend to limit children, are punishment-oriented, and rarely give praise. All control rests with the parents to shape and control the child's actions. This type of parenting will impact the child's emotions being unstable, passive, dependent, much conflict, not confident, having a high level of anxiety, and avoiding tasks that require challenges. b. Permissive parents who apply parenting style tend to give freedom and little command, indulge, and let children do anything without guidance. As a result, the child becomes aggressive, impulsive, and anxious. c. Authoritative parents who apply democratic parenting. In parenting, they still have standards of behavior and remain responsive to children's needs, direct, respect, apply standards of behavior clearly and consistently and still recognize essential needs for children. In the future, children who get democratic parenting tend to be warm, feel valued, confident, and have good emotional and social maturity.

The achievement of a child's academic achievement in school is a matter of pride and a sign of the teachers' and parents' success in directing and facilitating children's learning well. It may feel different during the Covid-19 pandemic; the success of children's learning outcomes is primarily determined by the direct involvement of parents at home. Optimizing the readiness of parents to accompany children in studying at home is crucial because, in this case, the teachers' role is wholly taken over by parents, even though the teacher continues to provide guidance and direction to parents and students. When children are studying at home, parents must condition and supervise children to understand that they must continue to study as usual. The need to establish effective partnerships between parents, families, and schools to support children's learning leads to better learning outcomes (Zahra et al., 2020). Licona (2014) assumed that parents and family member is influence the school and social context (Francisco et al., 2014).

The direct involvement of parents-children and parents-schools has different impacts in influencing student attitudes and behavior, thus indirectly affecting student achievement for various age levels (McNeal Jr., 2014). According Gafoor

(2014) found that the role of parenting could growth affective and social characteristics (Gafoor & Kurukkan, 2014). In addition, it was found that the relationship between parental involvements in children's education was consistently positively correlated with the achievement of children's learning outcomes (Topor et al., 2010). In addition, Antoine stated that parents must choose a practical, motivational approach to achieve their children's learning achievements to become active learners who act as a support system to become lifelong learners (Antoine, 2015). Futhermore, there are correlation about the parents involvement to academic student achievement, and many of parents had high expectations for their children succes at school (Shute et al., 2011).

#### D. CONCLUSION

Parents' maximum effort in accompanying their children in learning online are required parents' self-efficacy strengthening so that parents can ensure themselves on their potential to solve numerous assignments given. It will make other problems either for themselves or others. The correlation of self-efficacy with appropriate parenting patterns will help children achieve learning success. In maximizing parental involvement in online learning at home, a good partnership between schools and parents, parents, and children is needed to achieve good learning outcomes. Next is to provide learning guides from schools for parents to help children learn to adjust to their children's needs during this pandemic period.

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