



The Effect of Parenting Style Authoritative on  
Self-Efficacy of Class V Students of Sd Gugus I  
Gusti Ngurah Rai Kecamatan Denpasar Selatan  
Academic Year 2018/2019

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Ni Ketut Widiartini and Putu Putri Dena Laksmi

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# THE EFFECT OF PARENTING STYLE AUTHORITATIVE ON SELF-EFFICACY OF CLASS V STUDENTS OF SD GUGUS I GUSTI NGURAH RAI KECAMATAN DENPASAR SELATAN ACADEMIC YEAR 2018/2019

Dr. Ni Ketut Widiartini, M.Pd<sup>1</sup>, Putu Putri Dena Laksmi, S.Pd<sup>2</sup>

<sup>1</sup>PEP, Pascasarjana Undiksha, Undiksha

<sup>2</sup>PEP, Pascasarjana Undiksha, Undiksha

**Abstract.** This study aims to determine the effect of authoritative parenting parents on the self-efficacy of fifth grade elementary school students Gugus I Gusti Ngurah Rai, South Denpasar District 2017/2018 academic year. This type of research is ex post facto, correlational research. The population of this study were all fifth grade students of Public Elementary Schools in Cluster I Gusti Ngurah Rai, South Denpasar Subdistrict, 2017/2018 academic year, totaling 266 students. Determination of samples using proportional random sampling technique with a level of error of 5% so that the number of samples obtained from the population is 155 students. Data on authoritative parenting and self-efficacy were collected using the questionnaire method with a Likert scale and questionnaire scoring using politomy. Data analysis techniques using simple linear regression analysis. As a prerequisite test is a test of data distribution normality and linearity test. Based on the results of data analysis shows there is a positive influence of authoritative parenting on self-efficacy of class V students with the contribution of the value of  $R^2 = 0.329$  or 32.9%. The authoritative equation of self-efficacy regression model =  $66.5 + 0.78$  authoritative. The regression equation explains that each increase in authoritative parenting scores will cause an increase of 0.78 increase in student self-efficacy in the constant 66.5. So it can be concluded that an increase in parental care can improve student efficacy

Keywords : parenting style, self efficacy

## INTRODUCTION

The development of elementary school children is in the transition period from the rapid growth of childhood to the preteens. Changes in mental and social development characterize the early school period. At this stage, children are faced with various changes that occur in the phase of development. There are three aspects of development in the elementary school age period proposed by Slavin (2011: 101), namely; Physical development, cognition and socioemotion. The thought process of children also undergoes important changes in the transition period from the preoperative thinking stage to the concrete operation stage. Entering the stage of concrete operation, elementary school-age children rapidly develop memory and cognition abilities, including the ability of meta-cognition,

namely the ability to think about their own thoughts and learn how to learn. Students who feel confident about their ability to use metacognitive behavior and self-motivation may have high confidence. Belief in a child's own effort determines his success or failure. However, not all children experience transition at the same age, and none of the children changes from stage one to the next stage quickly. This is caused by factors that influence the development of the child itself which includes heredity (heredity) and its development environment.

Problems will arise when children are not ready to face reality as a result of their own self-confidence and abilities, making them afraid to go to school and close themselves to their environment. This is also supported by information obtained from the V elementary school homeroom teacher in Gugus I Gusti Ngurah Rai, data obtained that most children who have problems in learning, such as embarrassment in expressing opinions, have a fear of going to school, the spirit of learning is still low, hesitant in answering questions from the teacher, causing children to have excessive anxiety, this is due to the lack of confidence in what he is doing which in this case is influenced by the environment itself which causes disruption in the child's development phase. In the development of children there are developmental tasks that children must be able to pass through as they are required to be able to get along with peers, develop basic skills, and learn to independently make plans that are free from the influence of parents and other people. So from that, elementary school age children need to develop their own confidence that they are able to pass through and carry out the changes that occur within themselves. This belief is said to be self-efficacy. In line with this, Albert Bandura (1997) argues that self-efficacy can make a child make a choice, how much their efforts to progress, persistence and perseverance that they show to deal with a problem or changes that occur around it. Everyone believes that he has the potential to change things around him and act actively compared to people who have low self-efficacy. Further explained that, the formation of self-efficacy in a person is inseparable from the role of the surrounding environment.

Early growth of self-efficacy develops through the role of parents, then influenced by siblings, peers, and other adults. The role of parents is very important for children, because children will make parents as a model for their behavior. This means that children follow the behavior of their parents, even more so that children will also follow the views, mindsets and values adopted by parents. Clearly the role of the family is the main thing for the development of children's behavior. Thus, the family is the first

socialization institution obtained by children and becomes the main thing in the child's development process.

Parents have different ways of educating their children, one of them is by applying parenting. "Parenting is all forms and processes of interaction that occur between parents and children" (Mulyadi, 2016: 183). If parenting and interaction with other family members are good, then it becomes one of the supporting factors for the formation of positive self-efficacy in children. Children will be more independent in solving problems faced. So from that, that parenting is one of the determinants of the formation of student efficacy.

The purpose of this study is: to determine the effect of parenting parents on the self-efficacy of fifth grade elementary school students Gugus I Gusti Ngurah Rai Academic Year 2018/2019.

### **Self Efficacy**

Self-efficacy is an individual's belief or belief in the ability he has in carrying out and completing the tasks he faces, so that he is able to overcome obstacles and achieve his expected goals. From an early age began to develop self-efficacy as an effort to train the ability to face the physical and social environment. They begin to understand and learn about their abilities, physical skills, social abilities, and language skills which are almost constantly used and shown in the environment. The beginning of the growth of self-efficacy is centered on the parents then influenced by siblings, peers, and other adults. Efficacy in adulthood includes adjusting to marital problems and career advancement. Until the age of the elderly. Efficacy is influenced by several factors including culture, gender, the nature of the tasks faced, external incentives, the status and role of individuals in the environment and information about their abilities. Efficacy dimensions include magnitude, generosity and strength.

### **Parenting Parents**

Parenting is all forms of interaction processes including attitudes or ways parents educate and influence children to have a positive influence on the

development of strong children's personality both from the body, spiritually and intellectually which are expected to develop optimally. In Diana Baumrind's concept parenting styles are influenced by control and responsiveness. The control dimension includes the demands given by parents to children so that children become mature and responsible individuals and enforce established rules and boundaries. The dimensions of responsiveness include the support of warmth and affection shown by parents to children. The relationship between the dimensions of control and responsiveness can form several types of parenting. Parenting is divided into three according to Diana Baumrind's research results namely; authoritarian, permissive and authoritative.

### **Linkage of Self-Efficacy and Parenting Parenting**

Self-efficacy is closely related to the pattern of parenting, where the initial growth of self-efficacy is focused on parents who are then influenced by siblings, peers and other adults around the child. It is also closely related to the source of efficacy which states that children will tend to follow the social model and social support from the closest and most attached people to the child's life, namely the parents. Parents will be the first figure the child will observe. If the figure of the observed figure has success and supports the child, then he will tend to have high efficacy, otherwise self-efficacy will decrease if the figure observed by the child has a failure and is less supportive of the child. Clearly, self-efficacy can be increased and reduced by the support and role of parents. Furthermore there are several factors that influence the efficacy of the child itself, namely from the culture adopted by the people closest to the child who can provide an assessment of the efficacy of the child whether the child is high or low. Then based on gender that affects self-efficacy. Girls tend to have high self-efficacy compared to boys because girls can manage assigned tasks compared to boys. Furthermore, based on the nature of the task faced, the tendency of external incentives, the status or role of the child in their environment, and information about their abilities both positive and negative both have a tendency to increase or reduce children's self-efficacy. Therefore, self-efficacy is closely related to parents, especially where the child is treated and cared for. Proper treatment and care will increase the efficacy of the child.

## **METHOD**

### **Types of research**

This study included the type of ex post facto research with correlational studies because in this study only revealed the symptoms that occur as they are and revealed the factors that influence the independent variables on the dependent variable. In this study we discussed the extent of the influence of authoritative parenting on self-efficacy. Parenting patterns will influence children's confidence and self-confidence in this case the efficacy in children so that children can be independent and able to develop their own abilities.

### **Time and Place of Research**

This research was conducted in February 2019 until May 2019. The research locations were Public Elementary School Gugus I Gusti Ngurah Rai, South Denpasar District, Academic Year 2018/2019.

### **Research Population and Samples**

The population in this study were all fifth grade students of SD Gugus I Gusti Ngurah Rai, South Denpasar District. There are 5 Public Elementary Schools, namely SD Negeri 4 Sanur, SD Negeri 3 Sanur, SD Negeri 1 Sanur, SD Negeri 11 Sanur, SD Negeri 8 Sanur. With a population of 266 V students.

Given the limitations of time and funds in this study, the study sample was used. Determination of sample size using the theory of R.V. Krecjie and D.W. Morgan with a table to determine the number of samples taken from a random population with an accuracy rate of 95% and a significance level of 5% for the proportion of the population (Agung, 2014). The population in this study were 266 students with as many as 141 students and women as many as 125 students, so the number of samples was 155 students based on the distribution table of the R.V theory. Krecjie and D.W. Morgan. Furthermore, each sample was searched for from the distribution of the fifth grade population of SD Gugus I Gusti Ngurah Rai, South Denpasar Subdistrict, with the sampling technique used being proportional random sampling.

## **Data Collection Methods and Techniques**

The data collection method used is using the non-questionnaire in the form of a Likert scale model whose scoring technique uses politomy.

The instruments of self-efficacy are compiled through the theoretical constructs of Albert Bandura (1997) by reviewing the dimensions of efficacy aspects namely; Magnitude, generality and strength. Questionnaires compiled based on the Morgan-Jinks Student Efficacy Scale which have been adapted and modified according to the digestive language grammar of elementary school age children consisting of favorable items and unfavorable items.

The parents' parenting instruments are compiled through the theoretical construct of Baumrind by reviewing the dimensions of parenting aspects namely; control and responsiveness imposed by parents based on parenting styles are divided into 3 types, namely authoritarian parenting, permissive, authoritative. Questionnaires were compiled based on authoritative parenting parents questionnaire compiled by Erlina (2016) which were then adjusted to the grammar of digestive language of elementary school age children consisting of favorable items and unfavorable items.

After the self-efficacy questionnaire and parenting instruments were made, it continued with a test of theoretical validation and empirical validity. The trial was conducted to obtain an empirical description of the questionnaire that had been prepared properly to be used as a research instrument.

## **Data Analysis Methods and Techniques**

The research data that has been collected will then be analyzed data. This analysis activity was carried out after data from all respondents in the sample and other sources collected. After the data is collected, the data is processed and analyzed. In this study, the data analysis used was inferential statistical analysis. Based on the formulation of the problem, statistical hypothesis testing in this study was analyzed using simple linear regression analysis. To be able to use simple linear regression analysis must meet two conditions first, namely normality and linearity.

The normality test is intended to show that the distribution of sample data is normally distributed. According to Sugiyono (2017) the data normality test is done to determine whether the data obtained can be tested with parametric statistics or not. To test the normality of data distribution, the Kolmogorov-Smirnov formula was used.

The linearity assumption is a linear equation  $Y = b_0 + b_1 X$  according to explaining the effect of free X variable on bound variable Y. The lack of fit test can be used to determine whether the linear regression model is appropriate (fit) to explain the effect of X on Y.

The hypothesis tested in this study is: There is no effect of authoritative parenting on the self-efficacy of fifth grade elementary school students, Class I Gusti Ngurah Rai, South Denpasar District Academic Year 2018/2019. After going through the analysis and fulfilled prerequisite test, it is continued by statistical hypothesis testing using simple linear regression analysis.

## **RESULTS AND DISCUSSION**

Data on parenting parents of fifth grade elementary school students from Gugus I Gusti Ngurah Rai Denpasar Selatan was obtained from secondary data in the form of parenting parents' questionnaire. The sample distributed parenting questionnaires were 155 respondents and 30 were given. Based on the data from the score of parenting parents, the highest score is 94 and the lowest score is 70.

Based on the results of the analysis of the data distribution normality test at the significance level of 5% and dk  $(1-\alpha; n)$  obtained  $K_{Stabel} = 0.10$ . The results of the analysis of the normality distribution of parenting data were obtained by the  $K_{Scount}$  results of 0.08. Because  $K_{Scount}$  is  $0.08 < K_{Stabel}$  0.10, then  $H_0$  is accepted which means that the data is normally distributed.

Self-efficacy data of fifth grade students of Elementary School Gugus I Gusti Ngurah Rai, South Denpasar, were obtained from the distribution of self-efficacy questionnaires. The sample distributed parenting questionnaires were 155 respondents and 30 were given. Based on the results of the self-efficacy score data obtained the highest score is 117 and the lowest score is 69.



Based on the results of the analysis of the normality distribution test of self-efficacy data, get the KScout result of 0.05. Because KScout is  $0.05 < KStabel 0.10$ , then  $H_0$  is accepted which means the data is normally distributed.

Based on the linearity test at the significance level of 5% and dk ( $\alpha$ ,  $k-2$ ,  $n-k$ ) obtained Ftable  $t_c = 1.70$ . The results of the linearity test analysis get the results of Fcount  $t_c 1.58$ . Because F counts  $t_c 1.58 < Ftable t_c 1.70$ , then  $H_0$  is accepted which means linear data.

Based on the results of the normality test and linearity test it can be seen that the data obtained from the authoritative parent parenting variables and self-efficacy are normally distributed and have linearity. The data obtained has fulfilled the prerequisite test, then the hypothesis test is carried out using simple linear regression analysis.

Based on the calculation of the coefficients  $b_1$  and  $b_0$ , the regression model is obtained, namely Self Efficacy =  $66.5 + 0.78$  Authoritative parents style.

Based on the results of data analysis it is known that parenting style (X) with self-efficacy (Y) fifth grade students of Elementary School Gugus I Gusti Ngurah Rai, South Denpasar District Academic Year 2018/2019 with regression count = 5.34, and Ftable regression = 3,90 ( $n = 155$ ) at a significance level of 5% with db (regression) 1 accepting  $H_a$  which states there is an influence of parenting style on the self-efficacy of fifth grade elementary school students, Cluster I Gusti Ngurah Rai, South Denpasar District 2018/2019 Academic Year with coefficients determination  $R^2 = 0.329$ . If the percentage,  $R^2 (0.329) \times 100\%$  obtained a result of 32.9%, it means that parenting contributes to self-efficacy of 32.9%.

Based on the results of the discussion above parenting parents provide a contribution of self-efficacy of 32.9%. Proper treatment and care will increase the efficacy of the child. Through a good family environment the initial formation of child efficacy will be improved. It is also closely related to the source of efficacy which states that children will tend to follow the social model and social support from the closest and most attached people to the child's life, namely the parents. Parents will be the first figure the child will observe. If the figure of the observed figure has success and supports the child, it will tend to have high efficacy, whereas self-efficacy will decrease if the figure observed by the child has a failure and is less supportive of the child. Clearly, self-efficacy can be increased and reduced

by the support and role of parents. Furthermore there are several factors that influence the efficacy of the child itself, namely from the culture adopted by the people closest to the child who can provide an assessment of the efficacy of the child whether the child is high or low. Then based on gender that affects self-efficacy. Girls tend to have high self-efficacy compared to boys because girls can manage assigned tasks compared to boys. Furthermore, based on the nature of the task faced, the tendency of external incentives, the status or role of the child in their environment, and information about their abilities both positive and negative both have a tendency to increase or reduce children's self-efficacy. Self-efficacy has a close relationship with parents, especially where the child is treated and cared for. Proper treatment and care will increase the efficacy of the child.

This is supported by the opinion of Bandura (1997) which states that there are several other factors affecting self-efficacy in individuals other than the pattern of parenting among others; 1) culture; culture can influence self-efficacy through values, beliefs, and self-regulation processes that function as a source of self-efficacy assessments and as a consequence of the student's self-efficacy beliefs. 2) gender; gender differences can also affect students' self-efficacy. This is related to how the individual manages his role. Girls used to helping with assignments from their mothers at home are inversely proportional to boys who tend not to get used to helping their mothers. So than that girls tend to have high self-efficacy compared to boys. 3) the nature of the tasks faced; if the child is assigned to do work which according to them is complicated the child will tend to judge that he is unable to complete the work. Also the opposite applies if the child is assigned to do work that is easy and simple for them. Then the child will be high in assessing his ability so that it will cause the child's self-efficacy to increase. 4) external incentives; giving the right gifts, support and motivation will increase the efficacy of these students. 5) the status or role of children in the environment both in the family, school and community environment. If the child is in a situation he is cared for and loved by the child will feel that he means so that it will improve the child's self-efficacy and the last, namely, 6) information about his abilities, if the child is given positive information about his abilities it will improve children's self-efficacy that is. The opposite applies if the child gets negative information about his ability without any support from the closest person, so the child's self-efficacy will decrease and tend to be low in his self-esteem. In addition, Bandura said that besides the factors that influence the above there are also sources that can reduce and improve student self-efficacy. Like the experience of the child in the past if the child has success in the past the child will begin to pursue and make it part of the child's hobby. Compared

to the case if the child fails, the child will tend to avoid this. Next is the vicarious experience obtained from the social model, social persuasion and emotional state of the child. It is clear that children's self-efficacy can increase and decrease depending on how the child evaluates his abilities. So from that it is necessary to have support and motivation from the environment around students to be able to provide enthusiasm to convince these students to get through various problems and challenges faced.

## **CONCLUSIONS AND SUGGESTIONS**

Based on the results of the analysis and discussion that there is an influence of parenting parents can determine student self-efficacy. This is evidenced by the results of simple linear regression analysis, the results of regression count = 5.34 and  $F_{table}$  regression = 3.90, which means regression  $F_{count} > F_{table}$  regression, so  $H_a$  states that there is a significant effect of parenting on class V self-efficacy SD Gugus I Gusti Ngurah Rai, South Denpasar Subdistrict, 2018/2018 academic year was accepted. The regression count value = 5.34 also shows that there is a positive influence of parenting on students' self-efficacy. The coefficient of determination shows 32.9% variation in self-efficacy is determined by parenting so that it can be interpreted that, parenting influences self-efficacy. This is evidenced by parenting parents contributing 32.9% to student efficacy. This means that there are factors that dominate other than the parent pattern of parenting. Based on the theory put forward by Bandura that there are other factors that affect a person. But it is clear that one's self-efficacy depends on how the person evaluates his abilities.

The suggestions that can be conveyed are based on the results of the research that has been done, namely: for parents to be able to provide good examples, support and affection so that children can develop positive self-efficacy. Because children learn from the observations of close people, so children need to get a good environment to learn and imitate. Through good and proper care, the child will be able to develop maximum self-efficacy. In addition, the role of the teacher needs to be able to provide support, motivation and attention to students. Because the teacher's participation in the school also determines the formation of self-efficacy in students. Teachers can create a pleasant learning atmosphere that makes students comfortable and motivated to adapt to their surroundings.

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