

Parental Self-Efficacy in Helping Elementary Children Learn at Home

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ABSTRACT

The COVID-19 pandemic has affected various aspects of life, including education. Online learning that is done to avoid direct contact is a solution in the implementation of learning. For this reason, it is necessary for the cooperation of parents and students to help maximize the online learning process at home. This study aims to determine the self-efficacy of parents when helping elementary school children in doing online learning at home. This study shows what obstacles parents face when assisting elementary school children in studying at home, what factors influence the success of parents in helping children learn at home. This research is a descriptive research with a quantitative approach. The data collection method used a questionnaire in the form of a self-assessment questionnaire. The sample of this study was 75 parents of elementary school students, with various backgrounds and different school origins Data Analyze Technique obtained were analyzed using percentage calculations, scores were categorized by the scale and then described. The results of this study are: (1) 85,96% of parents have the confidence to be able to help children in completing tasks; (2) 80,62% of parents have the ability to motivate themselves; (3) 81,54% of parents are able to work hard and be persistent in helping their children to do online learning at home; (4) 81,46% of parents are able to survive in the face of difficulties when helping children study at home. This study shows the diversity of parents' self-efficacy in helping children learn at home. Parents who have high self-efficacy will continue to try and learn to help their child's online learning process at home.

CCS CONCEPTS

• **General and reference – Education – Indonesia and overviews;**

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1 INTRODUCTION

The Coronavirus Disease 19 pandemic or known as COVID-19, has affected all the world, including Indonesia. The rapid spread of the virus makes every country have to stop the spread of this Covid-19 virus. Data from the [1] the Indonesian government is making efforts to reduce direct contact between people by limiting regional travel and community activities outside the home. These efforts from the Indonesian government cause the spread of covid-19 to become more comprehensive, including the education aspect.

Education is one of the aspects affected by covid-19 [2]. This has led the government to set rules for implementing learning at various levels of education, one of which is the circular letter of the Ministry of Education and Culture (Kemendikbud) of the Directorate of Higher Education Indonesia. 1 of 2020 concerning the prevention of the spread of covid-19 by conducting distance learning or study from Home (SFH) and carried out in their respective homes. Based on the Ministry of Education and Culture guidelines, schools are required to carry out an online learning process to provide meaningful learning experiences for students without being burdened with curriculum achievement requirements. This online learning is an effort to maintain the health and safety of students, educators, education personnel, and also civil society.

The use of technology in distance learning established by the government has undoubtedly made significant changes in the learning process system, from learning in primary education to higher education. Distance learning requires connecting media between a teacher and students, media such as online applications or online learning systems that involve using internet networks to connect someone with another from a long distance. Social connection is solely lacking after many months of enforced social distancing and isolation. This stresses the importance of the social and affective dimension of online learning [3]. Teachers and students can still

communicate in the learning process without meeting in person, and this learning method is called online learning. Online learning requires an internet network connection, has accessibility, can be adjusted to space and time, and supports various types of learning interactions [4].

Distance learning carried out in each student's home makes students have to take advantage of various sources in completing the assigned assignments. However, students can still not maximize the assignment given due to limited facilities and the ability to search for problems encountered. According to [5] Students at the elementary school age are able to think concretely in understanding things as they are in reality, so students will be able to develop their abilities optimally. To maximize the assignment is what requires parents to help children in primary education in online learning. Parents' ability to use technology can reduce students' limitations at home and learning material difficulties that students can do by having direct discussions with parents. One way in which this additional parenting role is being supported is through giving children and parents access to distance learning materials and techniques via the internet [6].

Parents as teachers for children at home have a significant role in the achievement of learning goals. For this reason, parents of children in primary education must have the ability and confidence to educate children when online learning begins. However, sometimes the level of parents' ability and belief is different, some can help their children learn, and some parents feel unsure of their ability to help children with primary education in learning at home. In [7] states that the person (cognitive) factor is very influential in the teaching and learning process's success. This factor is called self-efficacy, which is the belief in a person in controlling situations and producing positive results.

Self-efficacy can help connect a person's knowledge with certain behaviours. In other words, parents who have self-efficacy can play a role in students' success at home. Individuals with a low sense of self-efficacy will possess negative thoughts and think of task's demands as threatening not as challenging and therefore set low objectives for themselves [8]. Self-efficacy is an individual's belief in his ability to organize and carry out the things needed to take the action to produce the desired achievement. On this basis, teacher self-efficacy is conceptualized as individual belief in his or her ability to plan, organize, and carry out activities that lead to educational goals [9].

Intervention efforts for parents, which are generally more focused on knowledge and skills, are not enough. Parents should have understanding to technology [6]. According to [10] to optimize care quality, mothers and fathers need to learn to believe in their abilities. When parents internalize competence in their roles, the satisfaction and pleasure factors in parenting will be achieved even under challenging environmental conditions [10].

Overall, parents were not limited to their daily routines during the pandemic. They performed the responsibility of helping school in teaching students [6]. According to [3] Parents must be understand about technology for helping children to study in home. [11] As pointed out by the results of previous studies that high parenting self-efficacy can predict the responsiveness of parents to meet the needs of children, parental involvement in direct parenting, as well as strategies to cope with active parents.

From the above problems, the researcher intends to find out what problem parents encounter while accompanying children in primary education in learning at home, then what factors make parents successful in helping children learn at home, as well as knowing and analyzing the level of efficacy parents have in helping children learn at home.

2 LITERATURE REVIEW

2.1 Self-Efficacy

2.1.1 Definition of Self-Efficacy. Efficacy was developed by Albert Bandura. In his development, the concept of efficacy emphasizes observational learning and social experiences that affect personality development. States that the efficacy is in the form of decision-makers, self-confidence, or confidence in one's ability regarding the limits of the ability he has in doing something and getting the expected results [12].

Self-efficacy combines with the environment, previous behaviour, and other personal variables, especially expectations of results to produce behaviour. Self-efficacy will affect several aspects of one's cognition and behaviour. Gist and Mutchell say that self-efficacy can lead to different behaviours among individuals with the same abilities because self-efficacy affects choices, goals, problem solving, and persistence in doing business [13].

Self-efficacy is an evaluation of someone's ability or competence to perform a task, achieve goals or overcome obstacles [14]. Self-efficacy is an element of personality that develops through individual observations of the consequences of their actions in certain situations. A similar opinion by [15] that efficacy is a self-assessment, whether it can take good or bad actions, right or wrong, can or cannot do as required. According to [16] states that the perception of self-efficacy in each individual develops from the gradual achievement of particular abilities and experiences continuously.

Based on the description above, it can be concluded that self-efficacy is a person's belief about his abilities to overcome various situations in his life. Self-efficacy is not related to the skills they have but is related to individual beliefs about what can do with the skills they have regardless of the size. In the learning process, the teacher is one of the critical elements in the learning system expected to develop students' abilities. Teachers need effective learning, which can increase student self-efficacy [17]. Consequently, teacher self-efficacy is considered an essential factor in improving teacher education and promoting educational reform in the early education environment [18].

2.1.2 Self-Efficacy Indicator. The self-efficacy Indonesia refers to the self-efficacy dimension, namely the level dimension, the generality dimension, and the strength dimension. Brown et al. (in Widiyanto, E, 2006) outlined several indicators of self-efficacy are a) Belief can complete a specific task; Individuals believe that they can complete certain tasks, in which the individual himself determines what tasks (targets) must be complete; b) Confident that you can motivate yourself to take the necessary actions to complete the task. Individuals can motivate themselves to choose and take the necessary actions in order to complete tasks; c) Convinced that the self is capable of trying hard, persistently, and diligently. There is a strong effort from the individual to complete the assigned task

using all his / her power; d) Believing that the self is able to withstand obstacles and difficulties; e) Confident that you can complete tasks that have a wide or narrow range (specific). The individual believes that in any task he can complete even though it is broad or specific.

Factors that affect orders, the self-efficacy of parents according to [10] are: Factors that affect orders, the self-efficacy of parents according to [19] in Saracho & Spodek (2005), are: Parents' childhood experiences; Parents sometimes repeat the actions they got when they were young, and bring their various attachments to raise their children. The sense of efficacy obtained will be more stable in expressing ideas and emotions when they play the role of parents.; Culture and community in which to live. The pattern of care that occurs in the family is also influenced by the culture and community around the house where the parents live. Parents' experiences with children (both their own and other children). The experience that parents get is directly put into practice with their children as a result of the previously received knowledge. The level of readiness to become a parent in terms of cognitive and behaviour. Socio-marital support. This indicates that a good husband and wife relationship will form a bond that can help the child's growth and development to be good.

2.2 Learning Process

2.2.1 Definition of learning. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that learning is a process of interaction between students and educators and learning resources in a learning environment. Every teacher is essential to understand the learning system because, with an understanding of this system, every teacher will understand the learning objectives or expected results, the process of learning activities that must be carried out, the use of each component in the activation process to achieve the goals to be achieved and see the visible supervision.

The human aspect that succeeds in it is human capital in carrying out life, and Learning produces patterns that improve living standards and living habits [20]. The change in question is improving behavior and perspective in addressing learning outcomes problems without any coercion and experience. "Learning is a relatively permanent change in behavior as a result of experience, not the result of development, the influence of drugs, or accidents) Furthermore, can apply it to other knowledge and be able to communicate it to others [21]

Based on the above opinion, it can conclude that learning is a process of behavior change obtained from personal development and experiences resulting from interactions between individuals and individuals, or individuals with the environment, which results in improved cognitive, affective, and psychomotor abilities. [22] said that the application of primary methodologies and practical, creative, and innovative learning would meet the younger generation's needs. Every learning was expected to be an innovation that makes learning closer.

2.2.2 Learning Effectiveness. According to [23] learning process's effectiveness should be viewed from the relationship between individual teachers who teach specific groups of students in certain situations to achieve individual instructional goals. The learning

process's effectiveness means the teacher's level of success in teaching certain groups of students by using specific methods to achieve individual instructional goals.

Efforts to improve the quality of learning need to consider changes in the learning process, which is marked by, among other things, a change from a teacher-centered learning model to a learner-centered model, from self-work to collaborative work, from one-sided information delivery to information exchange, from learning. Passive to active and participatory learning, from factual to critical thinking, from reactive to proactive responses, from artificial contexts to real-world contexts, from single media to multimedia. Therefore, learning must have the potential to develop an atmosphere of independent learning. The most effective traditional tool for teaching are lectures [22]. Thick material will give to the students. Lectures are useful to the best listeners and meet the specific needs of their listeners.

Based on the description mentioned above, it can be concluded that the effectiveness of learning is the level of success that can be achieved from a particular learning method according to the planned learning objectives. According to [24] the most influential teachers also get and apply constructive feedback and use different techniques to encourage active learning oriented towards students becoming independent, independent, and critical thinkers.

2.2.3 Online learning at Home. Some local governments have decided to implement a policy of dismissing students and applying learning methods with an online system or online. This government policy came into effect in several provinces in Indonesia on Monday, March 16, 2020, followed by other provinces. However, this does not apply to several schools in each region. These schools are not ready for online learning systems, which require learning media such as cellphones, laptops, or computers.

Teachers can use various sources to provide learning to students. Besides, online learning provides opportunities for students to experience digital learning. The Covid-19 pandemic has resulted in the learning process forming an academic experience which, in its implementation, uses digital learning from the online learning process. [25] reports that as many as 84 percent of children and adolescents in Indonesia are cell phone users. For this reason, online learning can be pursued as a solution to replace the face-to-face learning process in schools.

However, online learning also creates many problems, and most parents complain about it. The main problems are facilities, communication with teachers and social. Every student who will take part in online learning must at least have facilities in the form of a gadget or computer. Every student who wishes to enroll in a distance learning program needs to invest in various equipment, including computers, webcams, and a stable internet connection.

3 METHOD

3.1 Design

This study uses a descriptive study with a quantitative approach. This approach reveals the self-efficacy data of parents in helping children learn at home. The data obtained were then described based on the percentage results. Methods of data collection using Indonesia methods. According to [26] "That the Indonesia method

Table 1: Scale question of the questionnaire

| Criteria | Strongly agree | agree | doubt | disagree | Very disagree |
|-------------------|----------------|-------|-------|----------|---------------|
| Positive question | 5 | 4 | 3 | 2 | 1 |
| Negative question | 1 | 2 | 3 | 4 | 5 |

using to obtain data from a certain natural place (not artificial), but researchers do treatment in data collection, for example by distributing questionnaires, tests, structured interviews, Etc. (treatment is not like in experiments.)". In this study, a questionnaire will use as a data collection instrument.

The research location will hold in Palembang city, Indonesia. The population of this study was parents of primary education students in Palembang. The research sample takes as many as 75 parents of primary education students in Palembang Indonesia as research respondents. The research instrument develops information about parents' efficacy in helping elementary school children learn at home. Analyzing the research instrument was carried out by testing the validity of basic education on 20 parents of primary education students. Then the data obtained is measured the reliability coefficient.

The type of research data is ordinal data. Data are collecting from distributing the instrument of questionnaires. According to [27], the questionnaire reveals that "The questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. The questionnaire was given to parents of primary education students through the online google form application media. Furthermore, there is additional data collection from interviews and observations to add and strengthen the data obtained.

The form of measurement scale in this study uses a Likert scale. The Likert scale measures attitudes, opinions, and perceptions of a person or group of people about an educational phenomenon or phenomenon—two forms of positive and negative Likert scale questions. Positive questions get a score of 5,4,3,2,1. Negative questions get a score of 1,2,3,4,5. The range of scores is calculated based on the acquisition of the highest score minus the lowest score. The criteria determine the assessment criteria: strongly agree, agree, doubt, disagree, disagree.

Data Analyze Technique obtained were analyzed using percentage calculations, scores were categorized by the scale and then described [28]. The calculation results entry in the frequency distribution table. For quantitative analysis of the research, the researcher provides five alternative answers to respondents on a scale of 1 to 5.

4 RESULTS AND DISCUSSION

4.1 Parents Self Efficacy

4.1.1 Confident to complete certain tasks. Confident that you can motivate yourself to take the necessary actions to complete the task. Individuals can motivate themselves to choose and take the necessary actions in order to complete tasks; c) Convinced that the

Table 2: Confident to complete certain tasks indicator

| •No | Confident to complete certain tasks indicator | Result | Result |
|-----|---|--------|----------|
| •1 | •I should help my children learn online | 93,6% | Agree |
| •2 | •Children's success in online learning is entirely due to the help of parents | 67,1% | Agree |
| •3 | •Problems encountered by children must be resolved together with parents | 94,6% | Agree |
| •4 | •I will give up when my child asks for help in online learning | 89,4% | Disagree |
| •5 | •I assist children while studying at Home if my child asks for it | 85,1% | Agree |
| • | Average | 85,96% | |

self is capable of trying hard, persistently, and diligently. There is a strong effort from the individual to complete the assigned task using all his / her power; In self-efficacy, parents who are able to increase their self-confidence in doing a task is one form of good self-efficacy. Parents who do the task with confidence will make the results obtained to the maximum. The following is data on the confidence of parents in doing the given task.

Based on the results of the table above, the ability of students' self-confidence in helping children complete assignments at home is good. The ability of parents to help their children learn is in accordance with the confidence of parents to be able to help their children learn. Furthermore, parents who together with children solve learning problems will find it easier to find solutions to problems, so students feel more enthusiastic in learning because the problems encountered can be solved together. The parents disagree If their give up when their child asks for help in online learning. Confidence is a trait capable of changing views about oneself on it is a belief to do an action as personal characteristics comprising selfability, optimism, objectivity, responsibility, rationality, and realism [20].

4.1.2 Be able to motivate yourself. Someone with high motivation theoretically will tend to actively participate and do good planning

Table 3: Be able to motivate yourself indicators

| No | Be able to motivate yourself | | Result |
|----|--|--------|----------|
| 1 | I believe that I can help my children in online learning at home | 89,3% | Agree |
| 2 | I have a plan to help children study at Home | 83,0% | Agree |
| 3 | I complain if my child has difficulty understanding online learning | 86,2% | Disagree |
| 4 | I am afraid that my child will not understand what I am teaching when studying at Home | 69,1% | Agree |
| 5 | I can solve problems that children encounter while studying at home | 75,5% | Agree |
| | | 80,62% | |

in learning. This table showed that if someone have a high self-efficacy they must be able to motivate himself.

In the results of the questionnaire given, 89.3% of parents believe that they are able to help elementary school children in learning at home. This shows that parents are still working hard to help their children study at home. Furthermore, parents who have high motivation also choose plans for the development of children learning from home. This is indicated by 83.0% of the respondents have a plan to help children learn from home. This can be done by providing supporting media for children in solving learning problems. However, parental concerns about the ability to explain learning to children are still lacking, only 69.1% of parents believe that they are able to provide understanding to children regarding learning materials. Parents disagree about 86,2% if they have to complain if their children had difficulty understanding online learning. This is

Table 4: Able to try hard, be persistent and persevering indicators

| •No | Able to try hard, be persistent and persevering | | •Result |
|-----|---|--------|-----------|
| •1 | •I leave all online study assignments to my children | •70,2% | •Disagree |
| •2 | •I ask a private tutor to help my children study at Home | •68,0% | •Agree |
| •3 | •I advise my children when I am at Home | •98,0% | •Agree |
| •4 | •I will study again when my child asks me about learning materials that I do not know | •94,7% | •Agree |
| •5 | •I am sure my child will get good learning results when I guide him | •76,8% | •Agree |
| • | • | •81,54 | • |

because there is a strong desire within oneself to achieve goals and give the best in every effort made [29].

4.1.3 Able to try hard, be persistent and persevering. Persistence is patience, tenacity, and perseverance in dealing with various forms of problems, trials, and obstacles [30]. By being patient, we will usually be able to understand and solve problems, and be able to solve and deal with them well.

Based on the table above, 70.2% of parents do not agree if the learning problems faced by children are left to their own children. Parents also agree to provide tutors as private tutors to help children learn from home. This is to make the child's understanding deeper. The form of tenacity from parents is that they are always willing to provide understanding to children when they are at home, 98% of parents help children learn by giving enthusiasm and motivation to children. Parents who encounter problems with learning materials

Table 5: Able to survive the obstacle and difficulties

| No | Able to survive the obstacles and difficulties | Result | |
|----|--|--------|----------|
| 1 | I choose to leave my child's assignment to someone who understands that better | 62,7% | Disagree |
| 2 | I blame the teacher when my child fails to study at Home | 93,6% | Disagree |
| 3 | When I fail to help children study at home, I will evaluate myself | 90,4% | Agree |
| 4 | I believe that I can motivate children to succeed | 95,7% | Agree |
| 5 | I will be easily stressed if I have difficulties when my child is studying at home | 64,9% | Disagree |
| | | 81,46% | |

when helping children study at home will re-learn existing materials to work hard to help children study at home, 94.7% of parents have to repeat the lessons they have learned in elementary school to be able to explain again about learning materials for children. However, only 76.8% of parents believe that elementary school children will understand learning with their help. Perseverance is defined within the field of positive psychology as the voluntary continuation of a goal-directed action in spite of obstacles, difficulties, discouragement, boredom, tedium, or frustration.

4.1.4 Able to survive the obstacles and difficulties. Based on the table above, parents will continue to struggle to help their children

study at home. This can be seen from 62.7% of parents who continue to work hard to help their children learn at home without help from someone who really understands the learning material. Furthermore, on poor results, as many as 93.6% of parents agreed that it was not the fault of their teacher, but the lack of help from parents in guiding their children to study at home. After that, parents will evaluate themselves about the shortcomings in helping their children learn from home. When faced with difficulties, parents also encourage children to keep trying to learn, without having to give up because of ignorance. Parents who persist when they encounter difficulties in helping their children study at home will provide various ways to solve existing problems.

5 CONCLUSION

The conclusion of this study is an explanation of the self-efficacy of parents of elementary school students in helping children study at home. The purpose of this study was to describe the differences in the self-efficacy of parents and also to find out the level of difficulty faced by parents in helping their children study at home. Based on the results of research that has been carried out from distributing questionnaires to informants. It is known that the level of self-efficacy of parents is different. Parents who have jobs outside and cannot accompany their children to study at home will find it difficult to help their children complete the assigned tasks. The high self-efficacy of parents will show how high their level of confidence in helping children solve learning problems.

The role of parents in helping children learn at home is in the form of providing guidance to children to solve the difficulties faced by children. If it turns out that parents do not understand the child's problems, then parents with high self-efficacy will help by learning what the child does not understand, and then re-teaching it to the child. Good parents do not complete their children's tasks but work with them to guide their children to complete the assigned tasks. Furthermore, based on the results of the study, parents of elementary school students still have the ability to motivate themselves so that they can easily help children in solving learning problems. Parents also do not agree if they have to blame students for learning difficulties. This is because parents understand that online learning has limitations so that it becomes difficult for students to understand the material taught by the teacher themselves.

Parents do not fully hand over the tasks given by the teacher to be done by the children themselves. So, there are some parents who agree to provide tutors or private teachers who can help children complete learning. Parental self-efficacy also allows parents to evaluate themselves if their children fail in online learning at home and do not blame the teacher if their children get less than optimal results.

The level of efficacy possessed by parents varies, this is due to differences in the educational background of parents and the time parents have in helping children study at home. The more interaction between parents and children and good cooperation in completing tasks, the problems faced will decrease.

6 RECOMENDATION

The recommendations given are in the form of more in-depth research on how to increase the self-efficacy of parents of elementary

school students and provide examples of mentoring that must be carried out by parents in helping children study at home.

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