

Self Efficacy as a Mediator between Positive Parenting and Academic Resilience in Adolescents

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ARTICLE INFO	ABSTRACT
<p>Keywords: self-efficacy, positive parenting, academic resilience.</p>	<p><i>Academic resilience has emerged as a problem in education and mental health among society, especially among teenagers. Positive parenting and self-efficacy are supporting factors that help adolescents develop academic resilience. This research aims to prove the influence of self-efficacy as a mediator between positive parenting and academic resilience in adolescents. This study employed a quantitative research design, specifically an ex-post facto, with a sample size of 302 adolescents. The sample for this research was determined using an accidental sampling technique. Data collection for this research involved the use of the Academic Resilience Scale-30 (ARS), positive parenting scale, and self-efficacy scale. The validity test employed factor loading results, while the reliability test utilized Cronbach's Alpha. The reliability coefficient values for the academic resilience scale, positive parenting scale, and self-efficacy scale are 0.911, 0.897, and 0.879, respectively. The data analysis utilized various techniques of multiple regression analysis. The findings of this study suggest that favourable parenting characteristics have a moderating effect on academic resilience. The impact of favourable parenting factors on academic resilience, initially at 27.1%, increases to 30.5% when the self-efficacy variable is taken into account.</i></p>

INTRODUCTION

The development of education is increasingly rapid and complex, requiring adolescents to have high adaptability and resilience. Academic resilience is one of the important aspects that determine the success of adolescents in facing various academic pressures and demands (Sembiring & Tarigan, 2022). Academic resilience is a challenge faced by adolescents in terms of academic competence which results in the disruption of adolescent mental health Martin and Marsh (2006). Currently, adolescents in Indonesia are faced with various challenges in completing education, not all of them are able to overcome educational problems (Madhakomala et al., 2022).

Academic resilience in a teenager will be able to overcome stress, negative emotions and resilience in learning (Uygur et al., 2023). Academic resilience is seen as a positive force in adolescents when they are experiencing physical, psychological, social and academic challenges that can cause excessive problems in adolescents (Monica & Flame, 2018). On the other hand, adolescents with low academic resilience show suboptimal academic resilience which can affect adolescents' ability to face academic challenges, learning difficulties and achieve unsatisfactory academic results (Soraya & Yuherawan, 2021). In addition, based on data from the Central Statistics Agency (BPS), the education index on the dropout rate in June 2023 shows various levels of education, namely 0.13% at the elementary level, 1.06% at the junior high school level and 1.38% at the high school level.

Several studies show that good academic resilience has the ability to understand themselves, adapt in various situations, be responsible in learning, have good mental health, a healthy environment, good family relationships and have self-efficacy in adolescents (Utami, 2020). The lack of academic resilience is caused by several factors, including high academic pressure, fierce competition in the world of education, lack of adequate psychosocial support, and instability in the condition of family and child relationships. This appears in the results

of an initial study that was conducted in October 2023 through interviews with 5 students and 1 BK teacher at SMA Kota Gede District, Yogyakarta.

Based on the interview, it was revealed that many students did not follow the school rules well, it was still seen that students preferred to gather and play games in the corner of the classroom and students also often felt anxious about the grades obtained, feeling that the efforts they learned did not yield the desired results. Other results of the dissemination of questionnaires in the form of *google form* showed that academic resilience in students tended to be low, out of 39 students found 53.8 percent and the rest in the high category. The goal is to be able to describe or find out how much academic resilience affects adolescents at the high school level. Other impacts on declining academic performance and high dependence on others in solving problems effectively (Bahrodin & Widiyati, 2021).

Other factors that allow adolescents to succeed in academic resilience include being able to adapt to the environment and the influence of directed parenting. The family and school environment has a great impact on the ability to adapt in the face of adversity. The influence of positive parenting is able to increase the academic resilience of adolescents in learning. Positive parenting and child care is a strong predictor of academic resilience compared to peer environments (Sari et al., 2020). Parental support, relationship quality and parenting style significantly improve academic resilience supported by factors of self-efficacy, academic motivation and the support of friends and parents (Yang & Wang, 2022). This shows that positive parenting is able to increase adolescents' resilience and reduce the actions taken.

It turns out that positive parenting is built on open and supportive communication, which can influence adolescents in interpreting and motivating adolescents on increasing academic resilience (Rahmatika & Apsari, 2020). Positive parenting is a parenting approach that emphasizes strengthening positive behavior, affection in the formation of close relationships between parents and children (Brewer et al., 2019). Positive parenting is a positive element in influencing adolescents' academics. Results Trisnadi and Andayani (2021) concluded that there was a significant correlation between positive parenting and academic resilience in the adolescent population with a moderate level of correlation.

However, in the research Tarigan (2022), there are several problems of adolescents with parenting patterns, of course, the challenge that hinders adolescents from improving academic resilience is that parents who are too focused on academic achievement may tend to use a more authoritarian parenting approach, which has a negative impact on adolescents' academic resilience. In addition, in the research Lufipah (2022), showing that there is still adolescent dissatisfaction with inconsistent parenting patterns, lack of sensitivity to emotional needs, too freely giving responsibilities that can affect the development of academic resilience.

Positive parenting turns out to not only affect academic resilience, but also with self-efficacy variables in adolescents. This is similar to what adolescents receive from parenting which forms a positive parenting on adolescent self-efficacy (Labaiga et al., 2019). Such as providing positive emotional support provided by parents to increase self-efficacy, learning to cope with changes in behavior (Laksmi, 2018). Positive parenting that is found in high self-efficacy can control academic pressure, help adolescents have confidence in themselves to be able to complete tasks and achieve good learning outcomes (Putri & Rustika, 2017).

Research results from Laensadi and Salim (2020), indicating that there is a close correlation between positive parenting and self-efficacy, as both involve psychological support for each other. Then in the research conducted Febriana and Masykur (2022), get the results of a positive relationship between self-efficacy in career decision-making, the more positive the support of the family to eat, the higher the self-efficacy of adolescents in making decisions. Positive parenting includes providing support, appreciation and attention, and compassion significantly increases adolescents' self-efficacy in facing academic challenges (Sofyan, 2019). Self-efficacy is the individual's ability to show that he is able to solve various problems independently (Laensadi & Salim, 2020).

Self-efficacy is an individual's belief in his or her ability to control himself or her surroundings (Bandura, 1997). Self-efficacy is a factor that affects academic resilience, self-efficacy not only provides confidence in oneself, but forms a thinking and mental framework that supports the development of academic resilience, helping adolescents achieve academic goals (Shengyao et al., 2024). Self-efficacy not only affects positive parenting variables but also affects academic resilience, individual confidence to control actions and influence events that occur in life and are able to overcome challenges by using their skills (Sukatin et al., 2023).

The relationship between self-efficacy and academic resilience is related because it involves psychological aspects that support and influence each other. The research was conducted by (Cassidy, 2015) showing academic self-efficacy correlates with academic resilience. In line with research Linggi et al (2021), self-efficacy and

academic resilience have a positive correlation and have a high value, providing changes that occur, namely students are able to adapt to learning with sudden changes. Last research Abdolrezapur (2023), found a very positive relationship between self-efficacy and resilience in college students, two interrelated psychological constructs.

In addition, self-efficacy acts as a mediator in positive parenting relationships and academic resilience. In line with research from Alhiin DKK (2022), found that self-efficacy mediates the relationship between parenting styles and psychological coping strategies, which shows its importance in academic resilience. In addition, positive parenting styles such as authoritative parenting are associated with high levels of academic achievement and self-efficacy (Hayek et al. 2022). Evidenced by research from Shengyao et al. (2024) There is a parenting style that is directly related to academic resilience and self-efficacy and coupled with academic motivation is able to simulate the relationship between parenting and academic resilience of students in China.

Based on the background that has been described earlier, there are still students who lack academic resilience. To address this, practical steps can be taken by parents, teachers, and educational institutions to implement positive parenting approaches and foster students' self-efficacy.

For parents, adopting positive parenting involves providing consistent support, encouragement, and clear communication with their children. Parents should create an environment where their children feel safe to express their thoughts and emotions, while also setting appropriate boundaries. Positive reinforcement for effort and perseverance, rather than focusing solely on results, can help build self-efficacy in students, encouraging them to believe in their abilities to overcome academic challenges.

Teachers can support this by creating a classroom atmosphere that fosters growth mindset and resilience. Encouraging students to take on new challenges, praising their efforts, and helping them reflect on both their successes and setbacks will enable them to develop confidence in their abilities. Teachers should also provide opportunities for students to set realistic goals and track their progress, reinforcing their sense of accomplishment and self-efficacy.

Educational institutions can play a vital role by promoting programs that integrate both positive parenting workshops for parents and self-efficacy development workshops for students. Schools can provide training for educators on how to support students' psychological needs, creating a learning environment that not only focuses on academic achievement but also on emotional and personal growth.

By adopting these practical measures, parents, teachers, and educational institutions can work together to build academic resilience in students through the combined influence of positive parenting and strong self-efficacy.

METHOD

The research approach used in this study is a quantitative approach with the type of research used in this study is *the ex-post facto* method. *Ex-post facto* research is research based on examining the likelihood of an event occurring and revealing facts through measuring the symptoms found in the respondents (Creswell, 2014). This study will look at the cause-and-effect relationship between the variables of academic resilience, positive parenting and self-efficacy.

This research was conducted at high schools in Kota Gede District, namely SMAN 5 Yogyakarta, SMAs Darussalam and SMA IT Abu Bakar. The population in this study is 1451 high school students in Kota Gede District. The determination of the sample using the Krci and Morgan Table (1970) with a significant level of 5% or 0.05 from 1451 students was obtained a sample of 302 students. The method used for sample determination uses an axial sampling technique, which is the determination of samples that are accidentally encountered by the researcher and are considered to be a source of data (Creswell, 2009).

In this study, a scale containing the format of items in the form of statements was used, namely the scale of academic resilience, the scale of positive parenting, and self-efficacy. The scale for the academic resilience variable uses a scale adapted from the *Tags Academic Resilience Scale – 30(ARS)* (Cassidy, 2016) developed by Reswara (2023). This scale consists of 27 items, namely in the form of a statement *favorable* and *unfavorable*. The positive parenting scale used in the study is an adaptation of the *Positive Parenting* (Baumrind, 1966) developed by (Diana et al., 2021) The instrument consists of 34 items, namely in the form of a statement *favorable*. As for the self-efficacy scale used in this study, it is *self-efficacy scale* (Bandura, 1997), developed by (Dzatilfauz, K 2023). This instrument consists of 19 items, namely in the form of a statement *favorable* and *unfavorable*.

The analysis techniques used in this study are descriptive statistical analysis, prerequisite tests (normality, heterokedasticity and multicollinearity tests), and mediator analysis. Statistical analysis was used to provide an overall picture of the characteristics of the subjects studied based on age, gender, and categorization of the three variables studied, which included high, medium, and low. For the prerequisite test, it is used to find out if the data has met the requirements with the technique used or not. As for the mediator analysis to find out the direction and how much influence the mediator variable (self-efficacy) has on variable X (positive parenting) with variable Y (academic resilience).

RESULTS AND DISCUSSION

A. Descriptive Analysis

1. Descriptive Results of Data Variables

The data of this study was obtained from the results of the responses on the scale of academic resilience, positive parenting and self-esteem. The research population includes 3 high schools in Kota Gede District with a sample of 302 students. The following is a sample demographic data in table 1 below:

Table 1. Sample Demographics by Gender

Gender	Sum	Percentage
Man	97	32%
Woman	205	68%
Sum	302	100%

It is known that the number of male samples of 97 students (32%) and the female sample of 205 students (68%) dominated. Furthermore, the sample class data is shown in table 2 below:

Table 2. Sample Demographics By Class

Class	Sum	Percentage
X	101	33%
XI	182	60%
XII	19	6%
Sum	335	100%

It is known that the data of the research sample class is from class X to class XII. A total of 101 students from class X, 182 students from class XI and 19 students from class XII.

2. Descriptive Results of Data Categories

a. Academic Resilience

The basis of the categorization used is high, medium and low. Academic resilience consists of three categories which can be seen in the following table:

Table 3. Distribution of Academic Resilience Categories

Score Range	Category	Frequency	Percentage
X > 89	Low	12	4%
89 <= X < 109	Keep	122	40%
X < 109	Tall	168	56%
Total		302	100%

Based on the table above, there are 12 people or 4% in the low category, 122 people or 40% in the medium category and 168 people or 56% in the high category. Thus, it is concluded that academic resilience in adolescents is relatively high.

b. Positive parenting

The basis of the categorization used is high, medium and low. Positive parenting consists of three categories that can be seen in the following table:

Table 4. Distribution of Positive Parenting Categories

Score Range	Category	Frequency	Percentage
X > 98	Low	55	18%
98 <= X < 112	Keep	217	72%
X < 112	Tall	30	10%
Total		302	100%

Based on the table above, there are 55 people or 18% in the low category, 217 people or 72% in the medium category and 30 people or 10% in the high category. Thus, it is concluded that positive parenting in adolescents is classified as moderate.

c. Self-Efficacy

The basis of the categorization used is high, medium and low. Self-efficacy consists of three categories that can be seen in the following table:

Table 5. Distribution of Self-Efficacy Categories

Score Range	Category	Frequency	Percentage
X > 50	Low	36	12%
50 <= X < 64	Keep	169	56%
X < 64	Tall	97	32%
Total		302	100%

Based on the table above, there are 36 people or 12% in the low category, 169 people or 56% in the medium category and 97 people or 32% in the high category. Thus, it is concluded that self-efficacy in adolescents is classified as moderate.

B. Prerequisite and Multiple Regression Test Results

1. Analysis Prerequisite Test

a. Normality Test

The normalization test is used to find out whether the research data is normally distributed or not. Based on the *Kolmogorov-Smirnov* analysis, the following was obtained:

Table 6. Normality Test Results

	Kolmogorov-Smirnov
	Sig.
Academic Resilience	
Positive Parenting	.086*
Self-Efficacy	

This shows that the result at $p > 0.05$ so that the assumption of normality is met on the Unstandardized score shows 0.048. Results of the significance test *Kolmogorov-Smirnov* For all regression models, there is *Asymp. Sig* 0.086 > 0.05 can be stated as the residual value is a normal distribution.

b. Heterokedasticity Test

The heterokedasticity test is used to find out whether the research data is normally distributed or not. Based on *heterokedasticity analysis*, the following were obtained:

Table 7. Heterokedasticity Test Results

Variable	Tolerance	Information
Positive Parenting	0,761	No heteroscedasticity occurs
Self-Efficacy	0,399	No heteroscedasticity occurs

This shows that the results of the heterokedasticity test show that the regression results of positive parenting variables and self-efficacy are concluded that there are no heterokedasticity problems in both, so that the requirements in the regression analysis on the variables are met.

c. Multicollinearity Test

This test is used to see whether or not there is a linear relationship between the free variable in the regression model determined by the *tolerance* number > 0.10 and the value of *the Variance Inflation Factor (VIF)* <10. The results of the multicollinearity test with the SPSS program can be seen in the table below.

Table 8. Multicollinearity Test Results

Variable	Tolerance	VIF	Information
Positive Parenting	0,557	1,797	No multicollinearity occurs
Self-Efficacy	0,557	1,797	No multicollinearity occurs

The results of the Multicollinearity test showed that the tolerance value for the positive parenting and self-efficacy variables was 0.557, greater than >0.10. Meanwhile, the VIF value for the variables of academic stress and self-control was 1.797, smaller than <10.00. Therefore, it can be concluded that there is no multicollinearity

2. Uji Hipotesis

- a. There is a direct influence between positive parenting and academic resilience

Table 9. Results of the hypothesis test of the c line

Variable	Constant	Coefficient	Sig
Authoritative Parenting	29,878	.747	,000

Based on the table above, the results show a significant value of .000 < .05 and the regression line equation is produced as $Y = 29.878 + 0.747X$. It was concluded that H_a was accepted, which means that there was a significant influence between positive parenting variables on academic resilience.

- b. There is an influence between positive parenting and self-efficacy.

Table 10. Results of the hypothesis test of pathway a

Variable	Constant	Coefficient	Sig
Authoritative Parenting	-12,918	.690	,000

Based on the table above, the results show a significant value of $.000 < .05$ and the regression line equation is produced as $Y = -12.918 + 0.690 X$. It is concluded that H_a is accepted, which means that there is a significant influence between positive parenting variables on academic resilience.

- c. There is an effect of self-efficacy on academic resilience.

Table 11. Results of the line b hypothesis test

Variable	Constant	Coefficient	Sig
Authoritative Parenting	67,694	.672	,000

Based on the table above, the results show a significant value of $.000 < .05$ and the regression line equation is produced as $Y = 67.964 + 0.672X$. It was concluded that H_a was accepted, which means that there was a significant influence between positive parenting variables on academic resilience.

- d. There is an influence of self-efficacy as a mediator between positive parenting and academic resilience.

Table 12. Results of the c' pathway hypothesis test

Variable	Constant	Coefficient	Sig
Authoritative Parenting	34,332	.509	,000
Self-Efikai		.345	,000

Based on the results of the multiple regression test above, it is known that there is an influence of self-efficacy as a mediator between positive parenting and academic resilience. The regression line equation is obtained from the values of the constants $B_0 = 34.332$, $B_1 = 0.509$ and $B_2 = 0.345$, then the regression line equation is obtained by writing $Y = 34.332 + 0.509 X + 0.345 M$.

In the multiple regression analysis test by controlling the academic resilience variable, the value of the direct effect regression coefficient (path c) increased. The value of Beta coefficient in path $a = 0.666$, while the value of Beta coefficient in path $b = 0.485$. With demikia, the coefficient number on the path $a + b$ is $0.666 + 0.485 = 1.151$. The Beta value has increased, from the initial value of 0.666 to 1.151 .

The results of the data analysis that have been found prove that the results of the hypothesis are significantly positive, it is known that self-efficacy plays a mediator between positive parenting and academic resilience in Ramaja. This is evidenced by several findings, as follows:

Based on the analysis that has been carried out, the results of the first hypothesis show that there is a significant influence on the positive parenting variable on academic resilience in adolescents. This results in the higher the positive parenting, the higher the academic resilience in adolescents. The findings are in line with research conducted by Emelia, dkk (2022) that positive parenting affects academic resilience, furthermore, parenting plays an important role in fostering academic resilience in adolescents.

The results of this study confirm that students with good positive parenting will show an influence on academic resilience factors. Positive parenting patterns provided by parents are an external factor in adolescent academic resilience, this highlights the importance of positive parental support in improving adolescents' ability to cope with academic resilience.

Further analysis of the second hypothesis results in a positive and significant influence between positive parenting and self-efficacy. This is shown from the results of the study, that the higher the parental care, the higher the self-efficacy of a student. This research is in line with the research (Latief & Kurniawan, 2021), the result of the study is that increased parental care can shape adolescent development and increase self-confidence in learning. Therefore, positive parenting has an effect on adolescents' self-efficacy. This is based on positive parenting which has a big impact on children's emotional development and mental health in learning (Cunningham & Renk, 2018). Positive parenting patterns have a high influence between parents and children, the benefits are in the development of increased and better self-efficacy.

The findings in this study show that positive parenting has a significant effect on self-efficacy, proving that positive parenting can increase adolescents' confidence in their ability to achieve goals and overcome challenges. In line with the theory Bandura, (1997) that self-efficacy is an individual's belief in his or her ability to organize and carry out the actions necessary to achieve a certain result. Parental care in adolescent development must not be lost, even though children have entered adolescence to be independent. The closest scope of adolescents is parents, so the influence of parenting from parents has an important role in the development of

adolescents (Pangestu et al., 2020). This can make parents help the development of adolescents in increasing self-efficacy. Proper parenting patterns and high self-efficacy will affect academic improvement, this is empirically proven that paying attention to positive parenting patterns in educating can foster good self-efficacy (Laensadi & Salim, 2020).

The analysis of the third hypothesis shows a positive and significant influence between self-efficacy and academic resilience. This research results in the higher the self-efficacy that students have towards the ability to achieve goals, overcoming challenges that play an important role in the ability to survive and succeed in an academic environment. The findings are in line with research conducted by Linggi, et al (2021) In overcoming difficult academic challenges, self-efficacy is influential in increasing academic resilience to achieve success in learning.

The findings of this study show that adolescents' self-confidence in the ability to overcome challenges plays an important role in shaping students' academic resilience. In line with the theory of cassidy, academic resilience is the ability of students to remain persistent, motivated and oriented to achieve goals despite facing difficulties in the academic environment. Academic resilience affects confidence in self-ability, having effective coping strategies and social and family support. In addition, the findings are in line with the research Shengyao et al. (2024) shows that adolescents with good academic response skills will be able to maintain academic achievement even under stressful conditions.

The analysis of the fourth hypothesis produced a positive and significant influence, self-efficacy as a mediator between positive parenting and academic resilience. The results of this study are in line with previous research conducted by Shengyao et al. (2024), stated that positive parenting has a significant influence on academic resilience and self-efficacy can be a variable that predicates the influence of positive parenting on academic resilience. Parents who implement positive parenting tend to have children with a high level of academic resilience.

This study confirms that the results of the regression test show self-efficacy as a mediator between positive parenting and academic resilience. Adolescent academic resilience is demonstrated through perseverance, seeking adaptive help and a stable emotional response in achieving long-term goals. So that positive parenting that is desired with self-efficacy can increase resilience and persistence in achieving goals (Rao & Wang, 2023). The conclusion of this study is that it can provide an important contribution in understanding the relationship between positive parenting, self-efficacy and academic resilience of adolescents. Self-efficacy acts as a mediator between positive parenting and academic resilience with **strengthened by the positive influence of positive parenting on increasing academic resilience.**

CONCLUSION

The conclusion of this study is a research analysis on self-efficacy as a mediator between positive parenting and academic resilience in adolescents in Kota Gede, it is concluded that positive parenting has a significant effect mediated by self-efficacy variables.

Based on the results of the above research that has been explained, there are several suggestions that can be given by several parties as follows, for students should be able to reflect on actions that have an impact on others. Students are also expected to maintain and improve their self-efficacy so that academic resilience increases. Furthermore, teachers and schools can create an environment that supports the development of students' academic resilience. It is done by providing positive guidance, appreciation for the rest who have brought resilience to students at school. Furthermore, parents can improve and maintain the quality of good parental care for adolescents. So it is done by continuing to establish open communication and giving trust. The goal is for teenagers to be able to express what is being discussed and parents can give appropriate and wise direction.

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