

## Self-efficacy sebagai mediator dalam hubungan antara strength-based parenting dan academic buoyancy pada masa pandemi covid-19 = The mediating role of self-efficacy on the relationship between strength-based parenting and academic buoyancy during covid-19 pandemic.

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### Abstrak

Dalam menghadapi tantangan selama proses Belajar dari Rumah (BdR), siswa perlu mengembangkan academic buoyancy, yaitu kemampuan untuk mengatasi kemunduran dan tantangan akademik sehari-hari. Peran orang tua selama pandemi menjadi penting karena siswa lebih banyak menghabiskan waktu di rumah. Penelitian ini bertujuan untuk mengetahui apakah strength-based parenting (SBP), sebuah pendekatan pengasuhan yang menekankan pada identifikasi dan pengembangan kekuatan anak, memprediksi academic buoyancy melalui academic self-efficacy, social self-efficacy, dan emotional self-efficacy. Penelitian dilakukan terhadap 238 siswa SMA di Indonesia. Alat ukur yang digunakan adalah Strength-Based Parenting Scale, Self-Efficacy Questionnaire for Children, dan Academic Buoyancy Scale. Hasil penelitian menunjukkan bahwa SBP berkorelasi positif dengan academic buoyancy ( $r = 0,33$ ,  $p < 0,01$ ). Academic self-efficacy dan emotional self-efficacy masing-masing memediasi hubungan antara SBP dan academic buoyancy ( $a_1b_1 = 0,05$ , BootCI 95% [0,03, 0,07];  $a_3b_3 = 0,03$ , BootCI 95% [0,01, 0,05]). Social self-efficacy tidak ditemukan memiliki peran mediasi ( $a_2b_2 = -0,00$ , BootCI 95% [-0,02, 0,01]). Ketika orang tua mengenali dan mengembangkan kekuatan yang siswa miliki, maka siswa akan merasa yakin dengan kemampuannya untuk melakukan tugas akademik dan mengatasi emosi negatif. Dengan demikian, siswa akan lebih mudah mengatasi kemunduran dan tantangan akademik yang dialami selama menjalani BdR.

.....To overcome adversities during Belajar dari Rumah (BdR) period, students need to develop academic buoyancy, described as 'the ability to deal with daily academic setbacks and challenges'. Parents' role during BdR is important since students spend more time at home. This study aims to investigate the relationship between strength-based parenting (SBP) and academic buoyancy through academic self-efficacy, social self-efficacy, and emotional self-efficacy. 238 high school students in Indonesia participated in this study. Strength-Based Parenting Scale, Self-Efficacy Questionnaire for Children, and Academic Buoyancy Scale were used to measure the variables. The results showed that SBP positively correlated with academic buoyancy ( $r = 0.33$ ,  $p < 0.01$ ). Academic self-efficacy and emotional self-efficacy serve as unique mediators in the relationship between SBP and academic buoyancy ( $a_1b_1 = 0.05$ , BootCI 95% [0.03, 0.07];  $a_3b_3 = 0.03$ , BootCI 95% [0.01, 0.05]). Meanwhile, the role of social self-efficacy as mediator is not significant ( $a_2b_2 = -0.00$ , BootCI 95% [-0.02, 0.01]). When parents identify and cultivate their children's strengths, children will believe in their ability to carry out academic tasks and deal with negative emotions which in turn help them overcome setbacks and challenges during BdR.