

# The Effect of Self-Efficacy Parenting on Social-Emotional Intelligence of Early Childhood in Play Group in Suruh District of Trenggalek

Tyas Widyaningrum<sup>1\*</sup>, Sri Wahyuni<sup>1</sup>, Rezka Arina Rahma<sup>1</sup>

<sup>1</sup> Department of Nonformal education, Faculty of Education, Universitas Negeri Malang, Malang 65145, Indonesia

\* Corresponding author. Email: tyas.widyaningrum.1701416@students.um.ac.id

**Abstract:** This study aims to describe parenting self-efficacy, describe the social-emotional intelligence of early childhood and to determine whether there is an influence of parenting self-efficacy on the social-emotional intelligence of early childhood. The research method uses a correlational quantitative research design with descriptive and inferential analysis and is tested using simple linear regression. The results of the study (1) Parenting self-efficacy in Playgroups in Suruh District, Trenggalek Regency which is fairly high, namely mothers are able to take care of children when sick. while the ability of mothers in reading fairy tales to children is still low. (2) The social-emotional intelligence of early childhood in Playgroups throughout the Suruh Sub-district, Trenggalek Regency which is fairly high, namely children have curiosity, while the ability of children to obey rules/orders and be responsible for their belongings is still low. (3) There is a significant effect between parenting self-efficacy on early childhood social-emotional intelligence in Playgroups in Suruh District, Trenggalek Regency.

**Keywords:** Parenting, Self-Efficacy, Child Intelligence, Socio-Emotional

## 1. INTRODUCTION

Early childhood occurs during a period of growth and development which usually lies in the golden age which only appears once in a lifetime and cannot be repeated. In this sensitive period, children are especially quick to receive various kinds of stimuli from the surrounding environment.

In fact, according to the many studies in the field of neurology that prove in the first 4 (four) years, 50% of intelligence can be formed. Brain development reaches 80% after the age of 8 (eight) years, and reaches 100% when it is 18 (eighteen) years. so that this period is said to be a critical period that greatly affects the development of children that occurs in the next period.

In socio-emotional development, children are one aspect that cannot be separated from one another [10]. In other words, social-emotional development is an interrelated or mutually influencing ability. Positive socio-emotional development makes it easier for children to socialize and practice better in activities that occur in the social environment [4].

Based on previous research conducted [7] explained that children's social-emotional intelligence is not possessed naturally, but must be cultivated by parents. Meanwhile, in another study [10] explained several criteria used to achieve social-emotional development that occurred in children, namely: affectionate, participatory, communicative and interactive, adaptive, confident, have high curiosity, and

displays feelings according to the situation and conditions experienced.

Not all children at an early age succeed in passing the task of social-emotional development, so many problems occur. The problems that arise in the social development of children are the inability of children to socialize which triggers antisocial behavior such as disobedience, temper tantrums, and aggressive behavior. Antisocial behavior is a reaction against other people. While the problems that arise in the emotional development of children are low self-esteem, shyness, cowardice, and anxiety. This can be caused by the inaccuracy of parents in educating and caring for their children.

Parenting self-efficacy is one of the most important parental competencies in children's socio-emotional development. [1] Suggest parenting self-efficacy as a perception of their ability to carry out parental roles that can have a positive influence on children's behavior and development. That is why parenting self-efficacy has a very important influence on early childhood development.

The importance for parents to know parenting self-efficacy is supported by several previous studies. Among them are explaining that parenting self-efficacy appropriately influences children's success through imitating the behavior and beliefs of parents [6]. Then parenting self-efficacy is an aspect to increase ability and support in carrying out their role as parents [6].

To determine parenting self-efficacy with toddler age children, using the SEPTI measuring instrument from [1] which has 5 (five) dimensions, namely: Discipline, Achievement, Recreation, Nurturance, and Health. These dimensions will be linked individually and as a whole with the socio-emotional intelligence of early childhood.

So in accordance with the background described, the researcher intends to carry out research on the effect of parenting self-efficacy on the social-emotional intelligence of early childhood. Researchers want to conduct more studies to obtain results regarding the influence of parenting self-efficacy of parents with social-emotional intelligence of early childhood.

## 2. METHOD

This study uses correlational quantitative methods to determine the effect of parenting self-efficacy as an independent variable and early childhood social-emotional intelligence as the dependent variable.

The population in this study consisted of all guardians of students in KB in Suruh Sub-district, Trenggalek Regency. The population used is 150 people who will also be used as samples. Saturated sampling technique is used to determine the sample if all existing members are used as samples.

Analysis of quantitative research data using descriptive and inferential statistical analysis and tested using simple linear regression. Data were collected through a questionnaire or questionnaire.

The self-assessment technique was used in this study, where parents were given an opportunity to assess their own ability to act as parents according to their experiences.

The Likert scale is a scale used in measuring attitudes, opinions, and perceptions of a person or group of people regarding social phenomena that occur [8]. The Likert scale (5 alternative answers) was used as a data measurement scale.

The data processing is carried out through 3 (three) stages, including: the data checking stage, the coding stage, and the disclosure stage. After that, descriptive analysis, inferential analysis (normality test and linearity test), and hypothesis testing will be carried out.

To get the research results, calculations were carried out through SPSS 22.0 for windows to see the results of data from parenting self-efficacy and data results from early childhood social-emotional intelligence.

## 3. RESULTS

The research data used is from a questionnaire in the form of a questionnaire that has been distributed online to 150 respondents. The questionnaire contains 23 questions, including 12 questions for the parenting self-efficacy variable and 11 questions for the early childhood social-emotional intelligence variable. Respondents are given the freedom to choose the answer interval that has been provided.

Analysis of respondent characteristics contains data regarding the current condition of respondents. Characteristics of the respondents include age, last education, and occupation.

Of the 150 respondents consisting of mothers of students in Playgroups throughout Suruh District, Trenggalek Regency, the most age was 20-30 years, namely 68 people (45.3%), for the minimum age was 41-50 years, namely 15 people. (10.0%). In addition, 67 people (44.7) were aged 31-40 years. Of the existing 150 respondents, most of them had the latest educational background in junior high school/ equivalent as many as 54 people (36.0%), then followed by the last education high school/ equivalent as many as 50 people (33.3%), the last education was elementary school/ 21 people (14.0%) have the same level, 20 people have a bachelor's degree last education, 913.3%, and the last education is at least 5 people (3.3%) who don't go to school.

In terms of job characteristics, respondents have jobs, namely as housewives as many as 27 people (18%), 23 people as farmers (15.3%), 18 people as private employees (12%), 24 people as entrepreneurs (16%), and other categories of 58 people (38.7%).

Based on the results of data collection consisting of 12 questions and distributed to 150 research respondents. The description of the percentage of parenting self-efficacy specifically is based on the sub-variables of discipline, achievement, recreation, nurturance, and health.

In the parenting self-efficacy variable, the question item that has the highest average response score on the health sub-variable is item X12 (mother is able to take care of the child when sick) with a score of 4.99, while the question item that has the lowest score on the sub-variable recreation, namely item X8 (mother reads fairy tales to children) with an average score of 3.15.

**Table 1 Description of Parenting Self-Efficacy**

Item	SL		SR		KD		J		TP		Mean
	F	%	F	%	F	%	F	%	F	%	
X1	127	84,7	16	10,7	7	4,7	0	0	0	0	4,80
X2	119	79,3	26	17,3	3	2,0	2	1,3	0	0	4,75
X3	110	73,3	35	23,3	5	3,3	0	0	0	0	4,70
X4	142	94,7	7	4,7	1	0,7	0	0	0	0	4,94
X5	141	94,0	4	2,7	4	2,7	0	0	1	0,7	4,89
X6	113	75,3	21	14,0	15	10,0	1	0,7	0	0	4,64
X7	18	12,0	35	23,3	84	56,0	12	8,0	1	0,7	3,38
X8	23	15,3	18	12,0	74	49,3	29	19,3	6	4,0	3,15
X9	134	89,3	14	9,3	2	1,3	0	0	0	0	4,88
X10	145	96,7	5	3,3	0	0	0	0	0	0	4,97
X11	145	96,7	5	3,3	0	0	0	0	0	0	4,97
X12	148	98,7	2	1,3	0	0	0	0	0	0	4,99

#### 4. DISCUSSION

Based on the results of data collection consisting of 11 questions and distributed to 150 research respondents. As for the description of the percentage of social-emotional intelligence specifically based on the sub-variables of self-understanding, attitude of responsibility, empathy, and prosocial attitude.

On the variable of early childhood social-emotional intelligence, the item the question with the highest average score of responses on the self-understanding sub-variable is item Y2 (children have curiosity) with a score of 4.84, while the question item that has the lowest score on the responsibility attitude sub-variable is items Y4 and Y5 ( the child is able to obey the rules / regulations and the child is able to be responsible for his belongings) with an average score of 4.01.

**Table 2 Description of Early Childhood Socio-Emotional Intelligence**

Item	SL		SR		KD		J		TP		Mean
	F	%	F	%	F	%	F	%	F	%	
Y1	87	58,0	24	16,0	39	26,0	0	0	0	0	4,32
Y2	131	87,3	14	9,3	5	3,3	0	0	0	0	4,84
Y3	70	46,7	44	29,3	36	24,0	0	0	0	0	4,23
Y4	53	35,3	47	31,3	49	32,7	1	0,7	0	0	4,01
Y5	58	38,7	40	26,7	48	32,0	3	2,0	1	0,7	4,01
Y6	65	43,3	50	33,3	31	20,7	4	2,7	0	0	4,17
Y7	97	64,7	38	25,3	15	10,0	0	0	0	0	4,55
Y8	77	51,3	43	28,7	30	20,0	0	0	0	0	4,31
Y9	118	78,7	23	15,3	9	6,0	0	0	0	0	4,73
Y10	77	51,3	40	26,7	32	21,3	0	0	1	0,7	4,28
Y11	68	45,3	46	30,7	32	21,3	1	0,7	3	2,0	4,17

Source: Research Data processed 2021

#### Simple Linear Regression Analysis

Simple linear regression analysis was used to test the effect of the independent variable (X) on the dependent variable (Y).

Simple linear regression analysis has the form of an equation ( $Y = a + bX$ ).

**Table 3 Result of Simple Linear Regression Analysis**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.386 <sup>a</sup>	.149	.143	5.427

a. Predictors: (Constant), Parenting Self-Efficacy

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	761.417	1	761.417	25.857	.000 <sup>b</sup>
Residual	4358.157	148	29.447		
Total	5119.573	149			

a. Dependent Variable: Early Childhood Socio-Emotional Intelligence

b. Predictors: (Constant), Parenting Self-Efficacy

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.843	8.423		.575	.566
Parenting Self-Efficacy	.777	.153	.386	5.085	.000

a. Dependent Variable: Early Childhood Socio-Emotional Intelligence

Source: Research Data processed 2021

Based on the output of simple linear regression analysis, it can be explained that the simple correlation value (R) is 0.386, which means that the correlation of variable X to

variable Y is 0.375. The value of the coefficient of determination (R<sup>2</sup>) is 0.149, then the X variable affects the Y variable by 14.9%. Furthermore, the coefficient table obtained

results that can be adjusted to the form of the equation ( $Y = a + bX$ ) as follows  $Y = 4.843 + 0.777 X$ . It is explained that the largest constant of 4.843 means that if the coefficient value of the variable  $X = 0$  then the value of the  $Y$  variable is 4.843. Then the regression coefficient of  $X$  is 0.777, so it can be interpreted that every addition to the  $X$  value is 1%, then the  $Y$  value increases by 0.777. Variable  $X$  has a positive effect on variable  $Y$  because the regression coefficient is positive.

From the table above, the significance value is 0.000 < 0.05 so it can be concluded that the  $X$  variable affects the  $Y$  variable.

### Hypothesis Testing (t test)

This t test is used to obtain data regarding the presence or absence of a significant influence between the independent variables on the dependent variable. The independent variable has a significant effect if  $t_{count} > t_{table}$  or significant  $\leq 0.05$ . Below are the results of testing the research hypothesis:

**Table 4** Result of Hypothesis Testing

Independent Variable	$t_{count}$	Sig. t	$t_{table}$	Description
X	5,085	0,000	1,97612	Significant

Source: Research Data processed 2021

Based on the table of calculation results using SPSS 22.0, it can be concluded that the variable  $X$ , namely Parenting Self-Efficacy, has a  $t_{count}$  of 5.085 which means it is greater than  $t_{table}$  which is 1.97612, and a significant value of 0.000 is smaller than 0.05. So that it can be concluded that  $H_a$  is accepted so that the  $X$  variable has a significant influence on the  $Y$  variable.

## 5. DISCUSSION

### Parenting Self-Efficacy

Self-assessment is carried out by parents to provide a positive influence on the behavior and development of children on their abilities or competencies in carrying out their roles as parents, so that they can have a direct impact on the behavior and level of satisfaction of parents in caring for children. In line with Coleman and Karraker[1] who argue that parenting self-efficacy is a perception of its ability to carry out parental roles that can have a positive influence on children's behavior and development.

Parents who have high self-efficacy will try to build effective parenting for children such as having good communication with children and supporting children's activities. In line with the research of Jones[3], which shows that to deal with children who have various characteristics, parents who have high self-efficacy believe that in being able to carry out appropriate parenting practices for children, while parents who have low self-efficacy, they actually difficulty in carrying out proper care for children

Measurement of parenting self-efficacy according to Coleman and Karraker [1] can be seen from parents' perceptions of their abilities in five aspects or dimensions, namely: (1) Discipline, is the ability of parents in their perceptions to provide rules and discipline to children. (2)

Achievement, is the ability of parents in their perception to facilitate the achievement of children in school. (3) Recreation, is parents' perception of their ability to provide fun activities such as recreation. (4) Nurturance, is the ability of parents in their perception in providing emotional support and expression of the child's emotional state. 5) Health, is the ability of parents in their perception to maintain the physical health of children and provide good care for children.

Based on the results of the analysis of chapter 4, it shows that the health sub-variable gets the highest answer value with an average answer of 4.99%. Health in children must be considered from the womb even health has a great influence on the growth and development of children. Therefore, parents must have special competencies to maintain the health of their children. In line with Coleman and Karraker[1] who said that the special abilities or competencies that parents need to have are providing proper nutrition for children, taking timely care to obtain preventive and corrective health, detecting signs of impending disease, supporting in maintaining, providing to prevent injury, encourage children to get enough sleep, and encourage children to be willing to do outdoor activities. It can be concluded that the mothers of the guardians of the Playgroup (KB) students in Suruh Sub-district, Trenggalek Regency considered themselves able to take care of their children when they were sick.

The mothers judged that they were less able to read fairy tales to children, with the lowest average score of 3.15% in the recreation sub-variable. In this case, the guardians of the Playgroup (KB) students in Suruh Subdistrict, Trenggalek Regency, experienced difficulties in storytelling because there was a lot of work to be done. In the process of mental development of children, fairy tales have a very important role. This is in line with the opinion of Kulikovskaya and Andrienko (2016) who explained that fairy tales have proven to be one of the productive tools in developing creative imagination for children. Furthermore, Morrison[6] explains that there are several uses of storytelling including (1) Storytelling is used to strengthen the relationship between children and parents or teachers and students. (2) Storytelling is used as an effective way without them feeling advised directly by giving values to children (3) Storytelling can increase children's intelligence both in terms of EQ, SQ, and IQ.

### Early Childhood Socio-Emotional Intelligence

Social intelligence and emotional intelligence in general are two different aspects but are interrelated and influence each other. Emotional intelligence and social intelligence are intelligence that cannot stand alone and cannot be separated from one another. Both are cohesive (combined). In social intelligence, emotional intelligence can be fulfilled by individuals if the intelligence is reflected and actualized. In line with Konik Naimah [5] who argues that social behavior is emotional intelligence that has a real measure, and conversely emotional intelligence will only be revealed significantly if it is obtained through social behavior in children's lives. The role of the environment in early childhood, especially parents, is very influential in shaping intelligence.

Socio-emotional intelligence of early childhood is the ability to process children when learning to interact according to existing social rules in order to control their feelings by identifying and expressing these feelings. In line with Nurjannah[7] which explains that children's social-emotional intelligence is not possessed naturally, but must be cultivated by parents. Socio-emotional intelligence of early childhood has 4 dimensions that will be related to the dimensions or aspects of parenting self-efficacy. These dimensions are: (1) Self-understanding. (2) Attitude of responsibility. (3) Empathy (4) Prosocial attitude.

Based on the results of the analysis of chapter 4 on the self-understanding sub variable, it shows the highest answer value with an average answer of 4.84%. Self-understanding is a state that represents the child's cognitive about the self. In line with Maria Antoinete's opinion, which explains that people who have a purpose in life and have direction are people who have self-understanding. Self-understanding here is related to children who have a high sense of curiosity. Curiosity in children can be seen from the child's response to new, strange, and foreign objects. It can be concluded that the mothers of the guardians of the Playing Group (KB) in Suruh Sub-district, Trenggalek Regency assess their children to be able to have high curiosity.

Mothers assessed that their children were less able to obey the rules/regulations and were less able to be responsible for their belongings with the lowest average value of 4.01% in the attitude of responsibility sub variable. The attitude of responsibility that children have can start from small things, ranging from storing and caring for their belongings, tidying up a messy bedroom and tidying up game tools that have been used to their original places. Responsibility is an individual effort that must be made to take care of oneself and take care of others. This is in line with the opinion of Morrison[4] which states that responsibility is an obligation to complete tasks with full satisfaction that must be fulfilled by someone and has consequences for failure. In this case, early childhood feels less able to obey the rules/regulations that exist at school and has difficulty taking care of their own belongings.

Based on the output of simple linear regression analysis which is in accordance with the results of data collection using a questionnaire addressed to 150 mothers in the Play Group in Suruh District, Trenggalek Regency, the correlation or relationship value (R) is 0.386. From these results, the coefficient of determination (R<sup>2</sup>) of 0.149 means that the effect of parenting self-efficacy on the social-emotional intelligence of early childhood is 14.9%. In addition, the constant section has a number of 4.843 while the parenting self-efficacy is 0.777.

Based on the results of the equation, it is explained that the constant of 4.843 states that if there is no parenting self-efficacy value, the value of early childhood social-emotional intelligence is 4.843. The parenting self-efficacy coefficient of 0.777 states that each time there is an additional 1% of parenting self-efficacy, the value of early childhood social-emotional intelligence increases by 0.777. The regression coefficient is stated to have a positive effect. It is known that the significance value is 0.000 < 0.05 so the conclusion obtained is that the X variable affects the Y variable. In addition, it can be seen from the table that tcount is 5.085

where the tcount > ttable value (1,97612). Conditions for Ha to be accepted if the value of tcount > ttable. Thus Ha is accepted with the statement that there is a significant influence between parenting self-efficacy on the social-emotional intelligence of early childhood in Playgroups throughout Suruh Sub-district, Trenggalek Regency.

Parenting self-efficacy is a self-assessment carried out by parents to provide a positive influence on the behavior and development of children on their abilities or competencies in carrying out their roles as parents, so that they can have a direct impact on the behavior and level of satisfaction of parents in caring for children.

The t-test (partial test) was used to determine whether the independent variable, namely parenting self-efficacy (X) had a significant effect on the dependent variable, namely (Y). In addition, it can also prove which variable is more dominant. Based on the calculation results, it can be seen that the parenting self-efficacy variable has a tcount value of 5.085 with a significance value of 0.000 and a tcount > ttable (5.085 > 1.97612). It can be concluded: the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. These results indicate that the variable parenting self-efficacy (X) affects the social-emotional intelligence of early childhood (Y).

Based on the explanation above, it is known that there is an effect of parenting self-efficacy on the social-emotional intelligence of early childhood. Parenting self-efficacy is shown by increasing the social-emotional intelligence of early childhood every time the child gets older. Socio-emotional intelligence of early childhood is the ability to process children when learning to interact according to existing social rules in order to control their feelings by identifying and expressing these feelings. Supported by research by Aisya Nur Fitriana [6] which states that parenting self-efficacy has a positive and significant influence on early childhood social-emotional intelligence, with a significance value of 0.043 which means 0.043 < 0.05.

It can be concluded that the social-emotional intelligence of early childhood in the Play Group in Suruh Sub-district, Trenggalek Regency is influenced by parenting self-efficacy. If parenting self-efficacy is low, the emotional social intelligence of early childhood is also low and vice versa.

## 6. CONCLUSION

Parenting self-efficacy in Playgroups (KB) in Suruh Sub-district, Trenggalek Regency, which is relatively high, is in the health sub-variable, with an average answer value of 4.99% for parents who consider themselves able to care for children when they are sick. Meanwhile, the mothers considered that they were less able to read fairy tales to children, with the lowest average score of 3.15% in the recreation sub-variable.

The social-emotional intelligence of early childhood in Playgroups throughout the Suruh Sub-district, Trenggalek Regency, which is fairly high, is in the self-understanding sub-variable, with an average answer value of 4.84%. . Meanwhile, mothers assessed that their children were less able to obey the rules/orders and were less able to be responsible

for their belongings with the lowest average value of 4.01% in the responsibility attitude sub variable.

There is a significant influence between parenting self-efficacy on the socio-emotional intelligence of early childhood in Playgroups in Suruh District, Trenggalek Regency. With the results of the calculation using t-test analysis that the tcount value is 5.085 with a significance value of 0.000 and the tcount > ttable (5.085 > 1.97612).

## REFERENCES

- [1] Coleman, P. K., & Karraker, K.H. 2000. *Parenting Self-Efficacy Among Mothers of School-Age Children: Conceptualization, Measurement, and Correlates*. *Family Relations* 49(1), 13-24.
- [2] Indrasari, Stephanie Yuanita., dkk. 2018. *The Role of Perceived Parental Involvement and Parenting Strategies on Parenting Self-Efficacy*. *Journal of Social Psychology* 16(2), 74-85.
- [3] Jones, T. L. 2005. *Potential Roles of Parental Self-Efficacy in Parent and Child Adjustment: A Review*. *Clinical Psychology*.
- [4] Morrison, George S. 2012. *Basics of Early Childhood Education*. Jakarta: Indeks.
- [5] Naimah, Konik. 2019. *Developing Emotional Socio-Emotional Intelligence in Early Childhood Through Eating Together at School*. *Religious Studies Journal* 7(1), 63-85.
- [6] Ningrum, Anjarwati K. 2016. *Parenting Self Efficacy in Working Mothers with Pre-School Age Children*. Thesis. Faculty of Psychology. UIN Syarif Hidayatullah Jakarta. Review 25, 341-363.
- [7] Nurjannah. 2017. *Developing Emotional Socio-Emotional Intelligence in Early Childhood. Through Example*. *Journal of Islamic Counseling and Da'wah Guidance* 14(1), 50-61.
- [8] Sugiyono. 2017. *Quantitative, Qualitative, and R&D Research Methods*. Bandung: Alfabeta, CV.
- [9] Suyadi. 2010. *Psychology of Learning Early Childhood Education*. Yogyakarta: Pedagogia.
- [10] Tusyana, Eka., dkk. 2019. *Analysis of Social-Emotional Development Achieved by Elementary Age Students*. *Inventa Journal* 3(1), 18-26.