

Parental social support and academic self-efficacy among senior high school students during preparation for SBMPTN

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Abstract: This study aims to explore the relationship between parental social support and academic self-efficacy among senior high school students who took cram schools to prepare for State University Joint Entrance Exams (SBMPTN). This was a correlational study with a quantitative approach. The population of the study was the high school students in the city of Bekasi who took cram schools to prepare for SBMPTN. The sample of this study was 100 students derived from the population using purposive sampling technique. The instruments of the study were the parental social support scale and the academic self-efficacy scale. Data were analyzed using correlation analysis technique. The results of the study showed there is a significant relationship between parental social support and academic self-efficacy with the r value 0.624 and the significance value 0.000 ($p=0.01$). The positive relationship indicates that the higher the parental social support, the higher students' academic self-efficacy. On the contrary, the lower the parental social support, the lower students' academic self-efficacy.

Keywords: Parental Social Support, Academic Self-Efficacy, SBMPTN

Abstrak: Penelitian ini dilakukan untuk mengetahui hubungan antara dukungan sosial orang tua dan efikasi diri akademik pada siswa SMA (Sekolah Menengah Atas) yang mengikuti bimbingan belajar dalam menghadapi SBMPTN (Seleksi Bersama Masuk Perguruan Tinggi Negeri). Penelitian ini merupakan studi korelasi dengan pendekatan kuantitatif. Populasi dalam penelitian ini adalah peserta didik SMA dan sederajat di Kota Bekasi yang mengikuti bimbingan belajar untuk menghadapi SBMPTN. Pengambilan sampel menggunakan teknik *purposive sampling* dengan jumlah responden sebanyak 100 subjek. Instrumen dalam penelitian ini menggunakan skala dukungan sosial orang tua dan skala efikasi diri akademik. Analisis data menggunakan teknik analisis korelasi. Hasil penelitian menunjukkan adanya hubungan positif yang sangat signifikan antara dukungan sosial orang tua dan efikasi diri akademik sebesar ($r = 0.624^{**}$) dengan taraf signifikansi sebesar 0.000 ($p = 0.01$). Hubungan positif menandakan semakin tinggi dukungan sosial orang tua yang diterima, maka akan semakin tinggi pula efikasi diri akademik siswa. Sebaliknya, semakin rendah dukungan sosial orang tua yang diterima, maka akan semakin rendah pula efikasi diri akademik siswa.

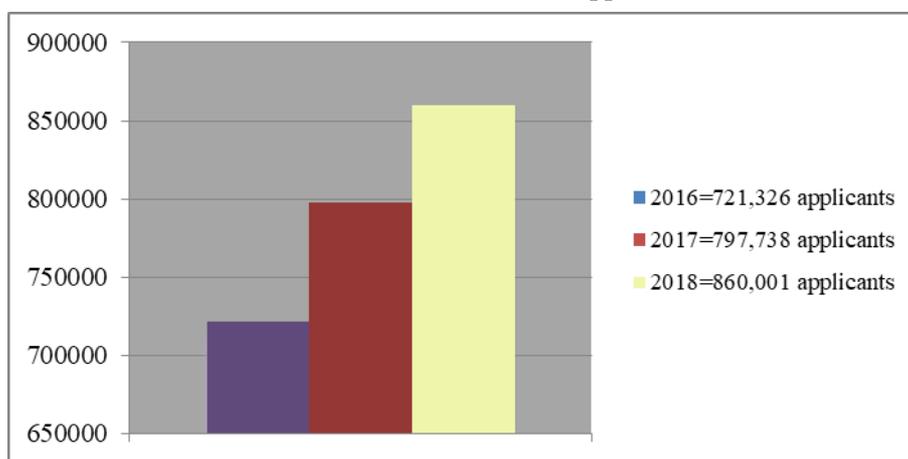
Kata kunci: Dukungan Sosial Orang Tua, Efikasi Diri Akademik, SBMPTN

INTRODUCTION

State universities are the favorite choices for senior high school graduates to continue their education. Most people perceive that state universities have prestigious reputations with complete facilities and relatively affordable costs (Uly, 2018). Thus, many senior high school graduates take university entrance exams and ensure they can meet the selection criteria. The most highly anticipated university entrance exam is SBMPTN.

However, the 2019 SBMPTN changed its rules, including the model development and the selection process for prospective students, which was adjusted to the development of information technology and digitalization era. The new rules of the 2019 SBMPTN passed only 40% of the quota of admission for each study program at state universities. The upgraded SBMPTN passing standard resulted in harder difficulty level tests, causing greater pressure among test takers (Prawitasari, 2019).

Picture 1. Total Number of SBMPTN Applicants



The number of SBMPTN applicants increases every year, but due to the very limited admission quota of state universities, many test takers do not pass and feel highly disappointed (Prawira, 2018). According to a child and adolescent psychologist, Vera Itabiliana Hadiwidjojo, the test takers who failed SBMPTN chose to wait for the following year's SBMPTN. Some causes of failure to pass SBMPTN include test takers' poor preparation, low confidence in their own abilities to do the tests, and overestimation of the difficulty level of the tests (Adu, 2018). Failing to get into dream universities was such bad news for the test takers and caused them to feel huge disappointment (Fikrimuz, 2018). Some students became less confidence in their own abilities. Larisha Amalia Pratiwi, a female student of SMAN 2 Makassar, expressed that she lost her confidence in solving questions and thought that everyone else was much better than her in doing SBMPTN (Ibrahim, 2017).

According to Bandura (1995), self-efficacy is one's evaluation of one's abilities to perform tasks, achieve goals, and overcome obstacles. Self-belief studied in the world of education is known as academic self-efficacy. Baron & Bryne (2003) argued that academic self-efficacy is a student's belief in his/her abilities to complete tasks, manage study time, and live by their own and others' academic expectations.

Students with high academic self-efficacy will be able to persist in completing difficult tasks, to have a strong commitment to achieve academic goals, to intensify efforts to solve difficulties, to quickly rise up from failures, and to perceive themselves that they can control or overcome obstacles in their path of reaching academic goals.. Conversely, if a student has a low level of academic self-efficacy, he/she will tend to avoid difficult academic tasks, have low aspiration and commitment to accomplish goals, find it hard

to overcome obstacles, and give up easily (Susanto, 2018).

A study by Rini (2013) found that academic self-efficacy can help a student grow self-belief so that he/she becomes confident in doing the tests, while a student who lacks academic self-efficacy tends to become unassured when doing the tests. This is in line with a study conducted by Rahmayati and Lubis (2017), showing that students with low academic self-efficacy are more likely to shrink their efforts and easily give up when faced with obstacles. Students with a high level of academic self-efficacy, however, will respond positively to academic tasks given to them and try to do the tasks well.

Low academic self-efficacy was shown by twenty students at the twelfth grade. During interviews in March 2019, they stated that they were not confident in their abilities to pass SBMPTN, found it hard to manage their time, spent more time on smart phones than on books studying, still could not figure out their own potentials and hence could not decide which major they wanted to pursue. Moreover, they also had no specific strategies for goal achievement, could not be calm when facing difficult situations, did not work hard to achieve goals, found it difficult to stay optimistic, and had low motivation to accomplish goals. Low academic self-efficacy in preparing for SBMPTN leads students to feel difficult to confront challenges (Mukhid, 2009). Students with low academic self-efficacy will not be able to do the tests optimally and will potentially fail to pass SBMPTN (Wijayanti, 2018). Santrock (2002) argued that the main factor influencing students' endeavors to accomplish goals is self-efficacy. Tika Bisono, a psychologist and a lecturer, observed a case of a student who failed state university entrance exams and decided to continue his/her study to other universities. He/she became disoriented and hence had no commitment to complete the tasks, as well as could not adapt to the new environment (Untari, 2018).

To become better prepared for and boost confidence in SBMPTN, many students go to cram school in private institutions. In April 2019, interviews were conducted with Fikri Akbar, the manager of Nurul Fikri Center in Bekasi; Nadia, an administrative

staff at Inten in Bekasi; and Yuni, an administrative staff at Primagama in Bekasi. They revealed that approximately 480 twelfth-grade students joined cram schools to get prepared for state university admission. The results of interviews conducted with Guidance and Counseling teachers at SMAN 6 Tambun Selatan in March 2019 revealed that out of 310 students, 30% joined cram schools in an effort to pass SBMPTN.

Suhati Kurniawati, a psychologist from the Institute of Applied Psychology of Universitas Indonesia, stated that cram schools are a quick way to succeed in passing exams to enter favorite state universities. They prepare students to be committed to and confident in doing the tests (Maharani, 2015). This is in agreement with the statement by Ihsan Maulana, the chairperson of the Try-Out committee of Nurul Fikri, that cram schools are designed to help students become more prepared, confident, and calm when doing the state university entrance exams (Rakhmatulloh, 2014).

Based on the results of interviews with the twenty students in March 2019, it is found that students lacked support from their parents. Parents can encourage students to bring out positivity towards academic tasks or activities (Papalia, olds & Feldman, 2009). According to Silalahi & Meinarno (2010), poor relationship between parents and children is usually caused by ineffective communication. Students will lose confidence in pursuing their interests if parents impose unrealistically high expectations for their children' academic performance (Hurlock, 1980).

Sarafino & Smith (2011) defined social support as comfort, care, appreciation, or assistance given to a person by other people or groups. The most important social support is given by parents (Smet, 1994). Parental social support refers to assistance in the forms of verbal and non-verbal information or advice emotionally, appreciatively, and materially provided by parents (Havid & Muhiid, 2014).

The hypothesis tested in this study is that there is a relationship between parental social support and academic self-efficacy among senior high school students who took cram schools to prepare for SBMPTN.

RESEARCH METHOD

This was a correlational study conducted with a quantitative approach. The quantitative approach can reveal the significant difference or relationship between groups or variables (Azwar, 2015).

There were two scales used in this study. First, the academic self-efficacy scale proposed by Bandura consisted of three dimensions: magnitude, strength, and generality. The academic self-efficacy was comprised of 23 items followed by a 5-point Likert scaling model from strongly relevant to strongly irrelevant. The valid items for the study were selected using the item discrepancy score of 0.3 and the Alpha Cronbach score of 0.902. Second, the parental social support scale was adapted from the types of parental social support proposed by Sarafino & Smith, including emotional or appreciation support, tangible or instrumental support, informational support, and friendly support. The parental social support scale consisted of 24 items followed by a 5-point Likert scaling model from strongly relevant to strongly irrelevant. The valid items for the study were selected using the item discrepancy score of 0.3 and the Alpha Cronbach score of 0.901.

The population of the study was 780 senior high school students in Bekasi who took cram schools to prepare for SBMPTN. The sample of this study was 100 students derived from the population with the following characteristics:

- a. senior high school students at the twelfth grade in Bekasi who took SBMPTN 2019
- b. senior high school students who took cram schools to prepare for SBMPTN

Sampling was done using purposive sampling technique. It is a technique to recruit research subjects based on the previously determined criteria (Periantalo, 2016). This technique was used in this study to gain a detailed understanding of the conditions of the

students who took cram schools to prepare for SBMPTN. Due to the limited access and number of subjects in each cram school, respondents with the same characteristics were sorted to be taken as samples from each cram school.

Tested using correlational analysis technique, the hypothesis tested in this study was that there is a relationship between parental social support and academic self-efficacy among senior high school students who took cram schools to prepare for SBMPTN. Prior to correlation test, assumption tests consisting of normality test, homogeneity test, and linearity test, were performed.

RESULTS AND DISCUSSION

Prior to correlation test, assumption tests consisting of normality test, homogeneity test, and linearity test, were performed. It can be seen from Table 1 that a significance value (p) was 0.200. Since the p value was > 0.05 , this result indicates that the data of the two variables of the study had normal distribution.

Based on the results of homogeneity test, the significance value (p) of the parental social support variable was 0.808, while the academic self-efficacy variable had a significance value (p) of 0.971. As the p value was > 0.05 , this result suggests that the data were collected from the group or population with the same or homogeneous composition.

The linearity test result showed that the significance value (p) was 0.948. Since the p value was > 0.05 , this result suggests that the two variables had a linear relationship. Based on the results of the normality, homogeneity, and linearity tests, correlation test could be performed.

Table 1. Assumption Tests

Variables	Normality	Homogeneity	Linearity
Parental Social Support	0.200	0.808	
Academic Self-Efficacy	0.200	0.971	0.948

After the assumption tests, the hypothesis testing was conducted. The results are presented in Table 2. Based on the results of the correlation test on the variables of parental social support and academic self-efficacy, the value of correlation coefficient was 0.624 with the p value was 0.000 or $p < 0.05$, meaning that the hypothesis was accepted. These results indicate that there is a significant and strong relationship between

parental social support and academic self-efficacy among senior high school students who took cram school to prepare for SBMPTN. Parental social support and academic self-efficacy has a positive relationship. Thus, the higher the parental social support, the higher the academic self-efficacy. On the contrary, the lower parental social support, the lower academic self-efficacy.

Table 2. Hypothesis Testing

Variables	Correlation Coefficient	Significance Value	Number of Subjects
Parental Social Support*	0.624**	0,000	100
Academic Self-Efficacy			

The results of this study confirm and extend the statement from Bandura (1995) that social perception, which is parental social support in this regard, in academic environments is an important factor influencing academic self-efficacy. Social support from parents is highly expected by students who are preparing for SBMPTN. If students receive high social support from parents, students' academic self-efficacy will increase during preparation for SBMPTN. On the contrary, if students receive low social support from parents, students' academic self-efficacy will decrease during preparation for SBMPTN.

The results of the current study are consistent with those of the study by Dianor (2017) conducted on 79 students in Magelang, which found that there is a positive and highly significant relationship between parental social support and self-efficacy. Another study conducted on 143 students in Yogyakarta confirms that there is a positive and highly significant relationship between parental social support and academic self-efficacy (Widanarti & Indati, 2002). A study by Faza (2016) on 110 *santris* in Bali also found that parental social support has a positive and highly significant relationship with self-efficacy (Widanarti & Indati, 2002).

The results of categorization showed that 64 students had a moderate level of parental social support, followed by 18

students with a high level, and 18 students with a low level of parental social support. On the other hand, 68 students had a moderate level of academic self-efficacy, followed by 16 students with a high level, and 16 students with a low level of academic self-efficacy. Furthermore, the empirical mean obtained from the variables of parental social support and academic self-efficacy fell into the same category, which is the moderate level. Further identification suggests that the value of the empirical mean of parental social support was 89 at the upper limit of the moderate level. Meanwhile, the empirical mean of academic self-efficacy was 84.27 at the upper limit of the moderate level. Thus, the variables of parental social support and academic self-efficacy were at the same category. These results indicate that the two variables are positively correlated.

Different parental backgrounds can affect social support given to children (Widanarti & Indati, 2002). Parents with a high level of education have greater awareness of the importance of paying attention to their children's academic performance. Parents can provide necessary information and offer valuable suggestions to their children. Besides, parents with better social and economic conditions are able to provide children with facilities and opportunities necessary to improve their academic performance.

Santrock (2002) argued that the main factor influencing students' endeavors to accomplish goals is self-efficacy. Support from parents can contribute to the increase or decrease of children's self-efficacy (Papalia, olds & Feldman, 2009). Moreover, academic self-efficacy can also change due to positive or negative feedback given to students (Baron & Byrne, 2003).

Even though the students' academic self-efficacy was not at an alarming level, more attention should be given to students with the moderate level. This is because their academic self-efficacy can potentially decline if parents do not give them social support consistently (Zulfa, 2018). According to Silalahi & Meinarno (2010), poor relationship between parents and children is usually caused by ineffective communication. Parents and children often have different views on goal accomplishments.

Students will lose confidence in pursuing their interests if parents impose unrealistically high expectations for their children' academic performance (Hurlock, 1980). Low academic self-efficacy can influence students' mindsets and emotions. Students will be more likely to believe that a situation seems to be more difficult than what is really happening. Thus, they become easily depressed and cannot find the best ways to accomplish their goals (Susanto, 2018).

CONCLUSION AND SUGGESTION

The results of the study showed that there is a relationship between parental social support and academic self-efficacy among senior high school students who took cram schools to prepare for SBMPTN. Parental social support and academic self-efficacy has a positive relationship. Thus, it can be concluded that the higher parental social support, the higher academic self-efficacy. On the contrary, the lower parental social support, the lower academic self-efficacy.

It is recommended that future research be undertaken to study other factors related to academic self-efficacy and to increase the number of subjects to enrich the results of the study. Besides, it is suggested that future researchers take account of

permissions to conduct the study regarding the site, time, and number of research subjects, in order to anticipate on-site obstacles, such as the difficulty in requesting permission, the limited amount of time for data collection, and the inappropriate selection of research samples.

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