


Online TOPSE: Measuring Parental Self-Efficacy in Indonesia

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ABSTRACT

The study's objective was to adapt and evaluate the tool to measure parenting self-efficacy in a way that was acceptable for Indonesia's unique cyberparenting context, taking into account local customs and the growing use of digital platforms in families. A total of 202 parents were gathered as study participants, and the TOPSE was meticulously adjusted to suit the Indonesian context. The results showed a four-factor scale structure consistent with Indonesian culture. The equipment's remarkable durability emphasizes the correctness of the procedure. This study is noteworthy for its creative approach to creating a personalized assessment tool and for emphasizing the urgent need for contextualized understanding of parental self-efficacy in the digital era. This is a significant improvement in the use and integration of psychological research to improve child development and parental involvement in online learning environments, according to professionals and parents alike. It also sets a new standard for research-based, culturally aware online parenting tools.

KEYWORDS

Parenting, Reliability, Scale Adaptation, Self-Efficacy, TOPSE, Validity

INTRODUCTION

A person's perception of their own abilities for motivating them to carry out responsibilities properly is referred to as self-efficacy (Risnawati et al., 2021; Wardani et al., 2021; Wardani & Noviyani, 2020). Self-efficacy affects individual performance and well-being (Luthans & Youssef-Morgan, 2017; Wardani et al., 2020). Therefore, increasing self-efficacy can be done with cognitive construction (Jones & Prinz, 2005). A person with a high level of self-efficacy sees challenges as opportunities to be conquered, not as threats (Wardani & Amaliah, 2020; Wardani & Anwar, 2019). They are able to recover more quickly from failure and tend to associate failure with lack of effort. They face challenging situations with the confidence that they can overcome them. These things are related to lower levels of stress and a lower risk of depression (Abramson et al., 1989; Bandura, 1989; Bugental & Shennum, 1984; Bugental & Cortez, 1988; Cutrona & Troutman, 1986). Various research clearly

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shows that people who feel they have no control over stressful experiences will produce anxiety (Bandura, Cioffi, Taylor, Brouillard, 1988; Bandura, Taylor, Williams, Mefford, & Barchas, 1985). Parental self-efficacy (PSE), a derivative of self-efficacy introduced by Albert Bandura, is a parent's belief in their capacity to influence their child and environment to foster the child's development and success (Ardelt & Eccles, 2001; Sansom, 2010). Parenting self-efficacy is closely linked to parents' ability to create a flexible, stimulating, and nurturing environment for their children (Kendall & Bloomfield, 2005). Those with a strong sense of parenting effectiveness are more likely to serve as role models, with their children adjusting their attitudes and beliefs accordingly (Ardelt & Eccles, 2001). PSE is essential for parenting competency and is related to determining competent parenting behaviors and healthy child development (Sevigny & Loutzenhiser, 2010).

Parents with high self-efficacy are more likely to confront the diverse challenges of parenting, feel a sense of accomplishment, and perceive the entire process as significant and valuable (Coleman & Karraker, 2000). Studies have shown that PSE acts as a buffer against parental stress (Raikes & Thompson, 2005) and is positively correlated with improved family functioning and health (Salonen et al., 2009). PSE is also crucial for enhancing parental well-being and satisfaction (Salonen et al., 2009). Parental self-efficacy beliefs are strongly connected to children's self-efficacy and indirectly linked to academic performance (Ardelt & Eccles, 2001). In contrast, low PSE is typically associated with parental depression and controlling behavior (Coleman & Karraker, 2000). Therefore, PSE influences parenting practices. In parenting issues, parents' self-efficacy involves mothers' knowledge and confidence about their ability to influence their children's behavior and the environment in each stage of their child's development and success (Junttila et al., 2007). Based on the description above, it can be seen that the construction of an effective parenting module to increase the self-efficacy of parenting that is suitable for the conditions in Indonesia is a need that can be expected to be urgent.

The Tool to Measure Parenting Self-Efficacy (TOPSE) is a comprehensive research instrument for assessing PSE and evaluating parenting programs in various countries, including the UK, USA, Canada, and Japan. Kendall and Bloomfield (Kendall & Bloomfield, 2005) developed the questionnaire with 82 items across nine sub-scales: Affection and Emotion, Play, Empathy and Understanding, Routines and Goals, Control and Boundaries, Pressures, Acceptance, and Learning and Knowledge. The internal consistencies of the nine sub-scales ranged from .81 to .93 (Sansom, 2010) and .65 to .89 (Bloomfield & Kendall, 2007). Bloomfield & Kendall (2007) conducted a pre-post intervention study in the UK using TOPSE as a measurement instrument, finding that PSE increased after attending the assessment session. It has since been updated to include 48 items across eight sub-scales (Salonen et al., 2009).

In 2013, researchers adapted the questionnaire for Japanese culture, achieving an internal consistency of .94 for the 48-item total scale (Kendall et al., 2013). In Italy, researchers implemented an intervention program based on the questionnaire, finding it effectively increased parental self-confidence and their ability to engage with their children (Panza et al., 2020). Another study in Indonesia reported a successful increase in PSE for working mothers with toddlers using a TOPSE-based intervention program called "Smart Parenting" (Hayati & Febriani, 2019).

Amidst an intensifying pursuit for effective parenting skills in Indonesia, the quest to buttress parental self-efficacy has become ever more pronounced. The new study seems as a timely reaction to the lack of specific instruments to quantify this important factor. This research fills a major vacuum by validating and tailoring the TOPSE scale to the Indonesian setting, giving parents and practitioners a well tested instrument that is tailored to the country's cultural norms. Its psychometric qualities have the potential to improve family relationships and parenting programs in a society where people are interacting with technology more and more. The emphasis this study places on parental self-efficacy fits in well with the larger cyber-psychology narrative and is consistent with the researchers' commitment to comprehending psychological patterns and subtle online behavior. The research findings are expected to shed light on novel approaches to behavior modification and cyber-based learning, both of which are essential components of the contemporary Indonesian family.

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