

THE RELATIONSHIP BETWEEN PARENTING SELF-EFFICACY AND AGGRESSIVE BEHAVIOR OF PRESCHOOL CHILDREN

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ABSTRACT

During the preschool period, socialization skills, preparation for school, and the development of friendships are crucial and can affect children's behavior. Parental roles are supported by parenting practices which are affected by parenting self-efficacy. Thus, the level of parenting self-efficacy is very influential in the aggressive behavior of preschool children. This study aimed to determine the relationship between parenting self-efficacy and aggressive behavior of preschool children at ABA 14 Kindergarten, Kandangsemangkon Village, Paciran District, Lamongan Regency. This was analytical correlation research using cross sectional approach. The sample was 74 parents who were obtained by simple random sampling. The data were taken using a questionnaire, and then analyzed using Spearman's Rho test with $p < 0.05$. The results showed that 58.10% parents who had preschool-age children had a low level of parenting self-efficacy, while 39.19% who had preschool-age children behaved aggressively. The results also indicated that the significant level of $p = 0.000$ ($p < 0.05$) and the value of $r_s = 0.505$, meaning that there was a relationship between parenting self-efficacy and aggressive behavior of preschool children with a strong correlation level. Based on the results of the study, it is hoped that parents will increase their parenting self-efficacy so that they are more confident in their parenting patterns and reduce the aggressive behavior of their children. This is because the lower the parenting self-efficacy of parents, the more negative the parenting practices so that it will increase aggressive behavior in preschool children.

ABSTRAK

Pada masa anak prasekolah, kemampuan bersosialisasi, persiapan masuk sekolah, dan meluasnya masa pertemanan akan menjadi hal penting dan berpengaruh terhadap perilakunya karena anak prasekolah merupakan pendengar dan peniru yang baik. Peran orang tua didukung dengan praktik pengasuhan yang dapat dipengaruhi oleh salah satu faktor, yaitu parenting self-efficacy. Dengan demikian, tingkat parenting self-efficacy yang dimiliki orang tua sangat berpengaruh dalam perilaku agresif anak prasekolah. Penelitian ini bertujuan untuk mengetahui hubungan parenting self efficacy dengan perilaku agresif anak usia prasekolah di TK ABA 14 Kandangsemangkon Kecamatan Paciran Kabupaten Lamongan. Desain penelitian adalah analitik korelasional dengan menggunakan pendekatan cross sectional dan sampel penelitian sebanyak 74 orang tua dengan menggunakan teknik simple random sampling. Data penelitian ini diambil menggunakan kuesioner. Setelah ditabulasi data dianalisis menggunakan uji Spearman rho' dengan $p < 0,05$. Hasil penelitian menunjukkan sebagian besar orang tua yang memiliki anak usia prasekolah memiliki tingkat parenting self efficacy yang rendah (58,10%), hampir sebagian orang tua memiliki anak usia prasekolah yang pernah berperilaku agresif (39,19%). Berdasarkan analisis data dengan nilai dari hubungan parenting self efficacy dengan perilaku agresif didapatkan nilai taraf signifikansi $p = 0,000$ ($p < 0,05$) dan nilai $r_s = 0,505$ artinya ada hubungan antara parenting self efficacy dengan perilaku agresif anak usia prasekolah di TK ABA 14 Kandangsemangkon Kecamatan Paciran Kabupaten Lamongan dengan tingkat korelasi kuat. Berdasarkan hasil penelitian diharapkan kepada orang tua untuk meningkatkan parenting self efficacy yang dimiliki agar semakin yakin dalam pola pengasuhannya sehingga dapat mengurangi perilaku agresif anak usia prasekolah. Karena semakin rendahnya parenting self efficacy orang tua maka semakin negatif praktik pengasuhannya sehingga akan meningkatkan perilaku agresif pada anak prasekolah.



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INTRODUCTION

During the preschool period, socialization skills, school preparation, and friendship expansion are crucial and can affect children's behavior. Numerous behaviors from the environment around the children manifest as negative behaviors because at this stage children are good listeners and imitators. These behaviors make preschool children difficult to develop social-emotionally and make them behave aggressively both verbally and non-verbally. Aggressive behavior is individual behavior which hurts other people or damages objects or inanimate objects. Some examples of physical aggressive behavior include punching, hitting, pinching, fighting, and damaging objects, while non-physical aggressive behavior such as blaspheming, swearing, demeaning, and even hurting others with their words (Jong, 2017).

Referring to the report data released by UNESCO in October 2018, based on the Global School-Based Student Health Survey (GSHS) involving 144 countries, it was found that 16.1% of children were victims of physical violence (aggressive behavior) and bullying. A survey in Hongkong also found that 70% of its 1,800 students were victims of physical violence (aggressive behavior) and bullying in their schools (Aprilia et al., 2022). Meanwhile, according to the results of the World Health Organization (WHO) survey in 2018 more than 16% of students in the United States confirmed that they had experienced aggressive behavior by other students while in Indonesia 84% of children experienced aggressive behavior at school due to their peers (Ausrianti & Andayani, 2022).

Based on an initial survey conducted by researchers in December 2022 by measuring children's aggressive behavior using Buss & Perry's Brief Aggression Questionnaire (BAQ) scale on 15 mothers who had preschool children at ABA 14 Kandangsemangkon Kindergarten, Paciran District, Lamongan Regency, it was found that 8 children showed aggressive behavior with an agreed category of 53.28%, and 7 children (46.62%) who showed a neutral category of such as getting angry easily, saying harsh/dirty and yelling, and pushing or hitting their friends. Thus, from this data, it was found that there was a high number of preschool children who experienced aggressive behavior at ABA 14 Kandangsemangkon Kindergarten, Paciran District, Lamongan Regency.

According to socioecological theory (in Navarro et al., 2022), cognitive and emotional factors affecting aggressive behavior of preschool children are individual characteristics which are influenced by biological conditions and personality which have an impact on children's behavior and social relationships; family factors such as sociodemographic variables (number of siblings, family structure, socioeconomic level, level of educational attainment, parental employment, and unemployment), childhood experiences (exposure to violence, parent-child conflict, physical abuse, parental criminality, psychopathology, chronic family illness, death of family members, problems during pregnancy, maternal history of smoking, and family stress), parenting patterns (parental style, physical coercion, psychological control, neglect, warmth and affection, parenting self-efficacy, parental values (individualism, collectivism and verticalism), quality of social training (elaboration, emotional reference and rule violation), and emotional level); community-related social factors include formal and informal social institutions and structures; and cultural factors include the economic and social environment including cultural norms.

From the factors above, researchers believe that family is very important in triggering aggressive behavior in preschool children. Preschool children are in their golden age and need full attention and supervision from their parents. This is supported by the parenting practices applied by parents. Parenting practices are affected by several factors such as parental characteristics and parenting history, and expectations of parental self-efficacy. (Rachmawati & Hastuti, 2017).

Parental Self Efficacy (PSE) is a belief held by parents about their ability to organize and perform various tasks related to parenting (Pangestu, 2020). The lower the parenting self-efficacy of parents, especially mothers, the more negative the parenting practices so that it will increase aggressive behavior in preschool children (Rachmawati & Hastuti, 2017).

Aggressive behavior often causes problems and harms oneself and others. If it does not receive attention from parents, there is a high chance that it will become a persistent trait in children and turn into juvenile delinquent behavior or even criminality (Olivia, 2012). Therefore, aggressive behavior must be addressed as early as possible in ways such as gently advising and being patient when children do bad things, giving mild punishment and teaching children to apologize, giving praise (motivation) so that children want to do good, giving examples of good behavior (speaking softly and politely), and teaching children to behave disciplined and not spoiling children excessively (Nadhirah, 2017). This study aimed to determine the relationship between parenting self-efficacy and aggressive behavior of preschool-age children at ABA 14 Kandangsemangkon Kindergarten, Paciran District, Lamongan Regency.

METHOD

Research Design

This research utilized a correlational analytic design with a cross-sectional approach. It is a type of research that studies the dynamics of the correlation between risk factors and effects, by means of an observation or data collection approach at one time at one time (point time approach) (Notoadmodjo, 2018).

Research Setting

This research was conducted from December 2022 to June 2023. The data were collected carried out in May 2023 at ABA 14 Kandangsemangkon Kindergarten, Paciran District, Lamongan Regency.

Population and Sample

The research population is a subject that meets predetermined criteria (Nursalam, 2014). The population in this study were all parents who had preschool-age children at ABA 14 Kandangsemangkon Kindergarten, Paciran District, Lamongan Regency of 90 respondents. A total of 74 respondents were obtained as the research samples by using simple random sampling.

Data Collection

The researcher came to the research site in accordance with the agreed time contract. The researcher met the respondents directly in a classroom to obtain their consent to become research subjects. After that, the researcher explained the aims and objectives of this research. If they were willing to become a respondent, they were invited to sign an informed consent sheet. The researcher explained how to fill out the informed consent sheet and questionnaire sheet. In accordance with the agreement to fill out the questionnaire sheet, the respondent was given one day and filled in directly at the research site. After the respondent has filled out the questionnaire sheet, the researcher checks again whether all the questions have been filled in, after the questionnaire has been completed by the respondent.

Research Instrument

The instrument used was a questionnaire with closed questions. The Parenting Self Efficacy variable used the PSOC questionnaire developed by Gibaud Wallston which contained 17 questions with 2 subscales consisting of 8 positive questions and 9 negative questions. The PSOC questionnaire was scored using a 6-point Likert scale with a percentage score for each question, namely Strongly Disagree (score 1 for positive questions, score 6 for negative questions), Disagree (score 2 for positive questions, score 5 for negative questions), Somewhat Disagree (score 3 for positive questions, score 4 for negative questions), Somewhat Agree (score 4 for positive questions, score 3 for negative questions), Agree (score 5 for positive questions, score 2 for negative questions), Strongly Agree (score 6 for positive questions, score 1 for negative questions). After that, all the numbers obtained are summed up, then it becomes the PSOC respondent's score. The interpretation of the parenting self-efficacy calculation score was divided into 2 categories, which were high (if the answers totaled >50%), and low (if the answers totaled <50%).

The aggressive behavior variable of preschool children used the BAQ (Brief Aggression Questionnaires) questionnaire developed by Buss & Perry and contains 12 questions where the

assessment uses a 5-point Likert scale, namely: Strongly Disagree (score 5), Disagree (score 4), Neutral (score 3), Agree (score 2), Strongly Agree (score 1). The formula used in measuring the percentage of answers obtained from the questionnaire is: Formula = $T \times P_n$, T = Number of answers chosen by respondents, P_n = Likert scale score. After that all the results of each category are summed up and become the total score. To find out the interpretation of the calculation score, you must know the highest score (Y), and the lowest score (X) with the following formula: $Y = \text{highest Likert score} \times \text{number of respondents}$, $X = \text{lowest Likert score} \times \text{number of respondents}$

The interpretation assessment of the calculation score uses the index % formula:

$$\text{Index \%} = \frac{\text{total score}}{Y} \times 100\%$$

The criteria for interpreting the calculation score based on the interval are: Very Unaggressive = 0-20%, Not Aggressive = 21-40%, Sometimes Aggressive = 41-60%, Aggressive = 61-80%, Very Aggressive = 81-100%.

Data Analysis

After the data were collected, the researchers analyzed the relationship between parenting self-efficacy and aggressive behavior of preschool-age children. The data were processed by editing, coding, scoring, and tabulating. The data were analyzed by using SPSS 16.0 specifically the Spearman rho test with a significant level (α) of 0.05. If $p < 0.05$, H_0 is rejected and H_1 is accepted, meaning that there is a relationship between parenting self-efficacy and aggressive behavior of preschool children. If $p > 0.05$, H_0 is accepted, meaning that there is no relationship between parenting self-efficacy and aggressive behavior of preschool-age children.

RESULTS

Table 1. Characteristics of Respondents Based on the Variables Studied

Characteristics	Frequency	Percentage (%)
<i>Parenting Self Efficacy</i>		
High	31	41.90 %
Low	43	58.10 %
Total	74	100 %
<i>Aggressive Behavior of Preschool Children</i>		
Very unaggressive	1	1.35 %
Not aggressive	9	12.16 %
Neutral	9	12.16 %
Aggressive	29	39.19 %
Very aggressive	26	35.14 %
Total	74	100 %

Based on Table 1, it is known that of the 74 parents at ABA 14 Kandangsemangkon Kindergarten, Paciran District, Lamongan Regency, 43 (58.10%) parents had a low level of parenting self-efficacy, 29 (39.19%) parents had children behaving aggressively, and 1 (1.35%) parent had a very unaggressive child.

Table 2. The Relationship between Parenting Self Efficacy and Aggressive Behavior of Preschool Children

No	Aggressive Behavior of Preschool Children	Total
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Parenting Self Efficacy	Very Unaggressive		Not aggressive		Neutral		Aggressive		Very Aggressive			
	N	%	N	%	N	%	N	%	N	%	N	%
1 High	1	3%	9	29%	9	29%	5	16%	7	23%	31	100%
2 Low	0	0%	0	0%	0	0%	24	56%	19	44%	43	100%
Total	1	2%	9	12%	9	12%	29	39%	26	35%	74	100%

Spearman rho test result (rs) = 0.505 p = <0.001

Based on Table 2 above, it can be explained that out of 74 parents, 31 parents with high parenting self-efficacy had children who tended to behave neutrally and not aggressively, while 43 parents with low parenting self-efficacy had a majority of children who tended to behave aggressively. The results of the Spearman rho showed p value = <0.001 with a value (rs) = 0.505, meaning that there was a positive relationship between parenting self-efficacy and aggressive behavior of preschool children.

DISCUSSION

Parenting Self-Efficacy in ABA 14 Kandangsemangkon Kindergarten, Paciran District, Lamongan Regency

Based on the distribution of parenting self-efficacy, it is found that most parents (58.10%) had a low level of parenting self-efficacy. With a low level of parenting self-efficacy, parents are less confident in their parenting abilities, lack of confidence in understanding and solving problems faced in parenting, and the influence of internal and external controls on parenting patterns is also low.

This is in accordance with Pasyola *et al.*, (2021) who stated that mothers who have low parenting self-efficacy mostly experience overwhelm in dealing with many stressors, and make them tend to give up on engaging in positive activities. For example, mothers who have low parenting self-efficacy will experience stress, depression, and behavior that always wants to control themselves, and have a passive type of problem solving. Additionally, Larasati *et al.*, (2021) stated that parents who have low parenting self-efficacy will show excessive control behavior, focus on the difficulties experienced by children, and the majority find it difficult to implement an effective parenting process.

Factors affecting PSE include parents' experience with children, one of which can be caused by parental age. Parents aged 20-35 years are included in the early adulthood category. This is in accordance with the statement of Suseno (2017) who mentioned that early adulthood is a transitional period from late adolescence, therefore at that stage individuals are just learning to become parents and how to care well for children so that it is likely that parents are not sure in the parenting process and will make parents have a low level of parenting self-efficacy.

Another factor affecting PSE is the level of cognitive readiness, which may be influenced by parental education. This is supported by Miyati *et al.*, (2021) who mentioned that parents' educational background can influence their ability to obtain information related to the process of child development and its barriers. Through education, parents can gain skills in problem-solving, socializing and being a role model, which in turn affects the way they practice parenting and mentoring their children (Davis-Kean *et al.*, 2021). Parents who have a high school education may have sufficient insight or information to make their parenting self-efficacy level low.

From the results of this study, researchers assume that parents who have low parenting self-efficacy are likely to be influenced by the history of parental experience with children. This can be caused by parental age and education factors, which can contribute to the level of cognitive readiness in carrying out parenting roles. However, it does not rule out the possibility for someone to have a good level of cognitive readiness, for example with the sophistication of technology today someone can easily access information via the internet.

Aggressive Behavior of Preschool Children at ABA 14 Kandangsemangkon Kindergarten, Paciran District, Lamongan Regency

Based on the distribution of aggressive behavior of preschool children, it was found that almost half (39.19%) of parents had children with aggressive behavior. There may be children who are the

perpetrators of this aggressive behavior or are victims of their friends who behave aggressively. Therefore, aggressive behavior is a common phenomenon that often occurs in society, whether carried out by adults, adolescents, or preschool children.

Aggressive behavior is a manifestation of feelings of anger, hostility, or harm to others through physical, verbal, or threatening and demeaning expressions and gestures. The number of aggressive incidents in children's environments is feared to develop into examples of similar behavior in other children (Wigati et al., 2022). If this persists, it will trigger aggressive behavior. Aggressive behavior exhibited by preschool-age children is maladaptive behavior (Mastuinda & Suryana, 2021).

Aggressive behavior may be influenced by gender, in which boys tend to express their aggressive behavior by pinching, damaging objects, and even fighting, while girls tend to express their aggressive behavior with verbal aggression or sarcasm. This is supported by Baron (in Pratiwi, 2018) that boys and girls have different tendencies towards aggressive behavior. Boys are shown to display more aggressive actions than girls, and the aggressive preferences between boys and girls are found to be different. Girls preferred indirect aggressive behavior while boys were more likely to display direct aggressive behavior.

Another factor that influences aggressive behavior in preschool children is the number of siblings. The number of siblings can cause competition between them to get attention and affection from parents, triggering fights. This is in line with Marmi, (2017) who mentions that the number of siblings will cause competition, jealousy and hostility between siblings whose goal is to get the affection of both parents. This happens to all parents who have more than one child.

From the results of this study, researchers suggest that aggressive behavior is not only carried out by adults and adolescents but can occur in preschool children which can affect children's social-emotional relationships with others, especially parents. A strict and demanding attitude from parents who are accustomed to using instruction language for children to do or refrain from doing something and rarely give children the opportunity to discuss or talk with their family will make children have a desire to rebel and behave aggressively.

The Relationship between Parenting self-efficacy and Aggressive Behavior of Preschool Children at ABA 14 Kandangsemangkon Kindergarten, Paciran District, Lamongan Regency

Based on the results of the crosstab analysis in Table 2, it can be explained that most parents with a low level of parenting self-efficacy had aggressive children. The results of the correlation test calculation obtained a significant level value of $p = 0.000$ or $p < 0.05$ and the value of $r_s = 0.505$, then H_0 was rejected and H_1 was accepted, meaning that there was a significant relationship between parenting self-efficacy and aggressive behavior of preschool-age children at ABA 14 Kandangsemangkon Kindergarten, Paciran District, Lamongan Regency with a strong correlation level.

Parents have an important role in the process of child development to lay the foundation of education, basic attitudes and skills, ethics, affection and emotional skills. Parental involvement is certainly crucial for children because it shapes their perceptions of competence and can provide positive psychological encouragement for children to make their learning environment comfortable and enjoyable (Tumbol & Kho, 2022).

The preschool period is a vulnerable and important period in the process of growth and development. During the preschool period, children get a lot of lessons or experiences from their environment which will shape them in the future (Rachmawati & Hastuti, 2017). Therefore, parents need to apply good attitudes and behaviors for the development of a good child's personality. Parents as figures who play an important role in the parenting process have several factors to influence them, such as beliefs. Parents' beliefs are important because they will determine their values and behaviors in raising their children. These beliefs in the parenting process are called parenting self-efficacy.

According to Ardelt and Eccles, parenting self-efficacy is a parent's belief in the competence of regulating their child's environment so that it helps positive development to be successful in living their lives. Confidence in the parenting process is essential because it can direct parents to provide an adaptive environment and find strategies so that children can obtain more optimal growth and development. Parents will try their best and not easily give up and stress when experiencing difficulties in the parenting process if they have good self-confidence and resilience (Pasyola et al., 2021).

Negative parental behaviors such as physical abuse, insecure attachment, low parental self-perception, and punitive style are the most frequent causes of child misbehavior and can contribute significantly to the development of aggressive behavior in preschool children. This is in line with research by Navarro *et al.*, (2022) which states that family factors such as low socioeconomic status, low educational attainment, non-normative parenting practices, neglect/rejection from parents, and low parenting self-efficacy of parents will affect the development of children's behavior into adulthood such as children's autonomy, assertiveness and self-confidence as well as a sense of competence in conflict resolution with peers and lack of coping strategies for aggressive behavior of preschool-age children.

Basically, parenting self-efficacy is related to increased parental sensitivity, warmth and responsiveness towards children which should be an important consideration for improving parental competence and the mechanisms underlying the interaction between parenting self-efficacy and parenting are unclear. According to Jones & Prinz, parenting self-efficacy indirectly affects children's behavior through parenting practices. The lower the parenting self-efficacy of parents, especially mothers, the more negative the parenting practices will be, thus increasing aggressive behavior in preschool children (Rachmawati & Hastuti, 2017). Thus, parenting practices can be greatly influenced by the level of parenting self-efficacy possessed by parents and have a significant effect on the aggressive behavior of preschool children.

CONCLUSION AND SUGGESTION

To sum up, there is a relationship between parenting self-efficacy and aggressive behavior of preschool-age children at ABA 14 Kandangsemangkon Kindergarten, Paciran District, Lamongan Regency. The results of this study are expected to contribute to science as a means of comparison in enriching information about parenting self-efficacy and aggressive behavior of preschool-age children.

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