

PalArch's Journal of Archaeology of Egypt / Egyptology

THE EFFECT OF ATTACHMENT TO PARENTS TOWARDS ACADEMIC SELF-EFFICACY IN EARLY ADOLESCENTS

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Ellenia Fitriana Dewi, Duta Nurdibyanandaru. The Effect Of Attachment To Parents Towards Academic Self-Efficacy In Early Adolescents --Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(4), 2302-2310. ISSN 1567-214x

Keywords: Academic, Early Adolescents, Parental Attachment, Self-Efficacy

ABSTRACT

Adolescence is a transition period from childhood to adulthood. Adolescents tend to experience a significant transition within themselves whether from physical, cognitive, or socio-emotional. This study aims to determine whether there is an effect of attachment on self-efficacy in early adolescents. This study is conducted on early adolescents with an age range of 12 years to 15 years amounted to 275 children. Based on the analysis result shows the F value of 23.312 with a significance value of $0 < 0.05$ indicates that there is an influence between attachment to parents on academic self-efficacy in early adolescents. The regression similarity obtained shows a positive influence. Thereby, it can be concluded that the higher the level of attachment to parents, the higher the level of academic self-efficacy possessed by the adolescents.

INTRODUCTION

Adolescence is a transition period from childhood to adulthood. During that period, adolescents tend to experience a significant transition within themselves whether from physical, cognitive, or socio-emotional (Debora, 2019). After those various transitions experienced by adolescents, according to Erikson (1950), they are at a stage of *identity versus identity confusion*. All of those experiences transitions in a short period make adolescents be more focused and aware of themselves (Daniel, 2020).

While entering adolescence, adolescents tend to be able to produce different opinions, examine a situation based on the various perspectives, anticipate the consequence and decision, as well as consider the source credibility compared to children (Jannah, 2017). The adolescents – who are able to examine a circumstance, conduct a logical analysis, and produce a decision making – are expected later on to receive a good final result. A good final result in its process needs a belief held by adolescents (Drastiana, 2016).

That belief on self ability is called as self-efficacy (Tahaha and Rustan, 2017). A research from Maddux & Gosselin (2003) is also found that self-efficacy has an influence on individual commitment regarding aim, performance, in conduction duty, as well as resistance to goals achievement while facing a problem (Rachmawati and Kristiana, 2014). The level of high and low that academic self-efficacy can cause problems for adolescents in the academic field (Widanarti and Indati, 2002).

Meichati et al. (1975) found many problems of study barriers experienced by adolescents based on the incorrect responses to their own abilities and not from their learning abilities (Rahayu, 2018). The false response and tendency to underestimate one's own ability can result in a low self-efficacy that a person has. The low self-efficacy of someone also influences their own ability to solve problems (Amir, 2016).

The adolescents who should have high ability, but are not able to show it due to a distrust in their own ability. It is also supported by an interview conducted by the researcher to a teacher in Surabaya Junior High School as follows: "I often found out a student, who in my opinion, has more ability rather than they have produced so far. So far, in my observation, the average student likes that has less self-confidence. They are no longer believe that they actually can achieve a better result. But, due to that distrust, they tend to avoid tasks which they find difficult" (Wawancara, 6 February 2019).

According to that interview result, it is obtained that the false response on their own ability has still become an academic obstacle until nowadays. The students who underestimate their own ability tend to give less effort so that the results obtained are also less than optimal.

The students who have low self-efficacy will influence their aspect of academic achievement (Amir, 2016). As for the ones who have high self-efficacy tend to be more impatient to complete a task that is considered challenging (Anjaswarni *et al.*, 2019). The challenge on that task is considered as attractive to be solved, but the students who have low academic self-efficacy will choose to avoid that challenging task. They choose to avoid it because they tend to be afraid if they fail to complete the task at hand (Situmorang, 2019).

Schunk & Meece (2006) mentioned that academic self-efficacy is influenced

by several factors; one of them is family (Prihastyanti and Sawitri, 2018). The family factor is considered as quite prominent in the academic self-efficacy because it is received by children since their early life. Family is a place where children have their first and primary education (Setiardi and Mubarak, 2017). A family can act as a positive example and accompanied by learning about various strategies that can be conducted to improve academic self-efficacy in children (Marsela, 2020).

Parental supervision that is appropriate for adolescents is no longer authoritarian and oppressive, but rather comes from the openness of adolescents with their parents (Lestari, 2016). Parents should have an attachment that can be formed since a baby with children. The formed attachment can be one of the ways for children to be open and continue to settle into adolescence (Rosati, 2020).

The importance of attachment between parents with academic self-efficacy of adolescents is the basis of this research. The open and two-way communication between parents and adolescents need to be developed so that they can improve good behaviour (Syah, Kusumaningrum, and Tristiana, 2020). The aim of this study is to discover how huge the influence resulted from the parents' attachment to academic self-efficacy in early adolescents.

LITERATURE REVIEW

Early Adolescents

Early adolescence is a period where children reach adulthood, which occurs in the age range of 12 to 15 years (Nurvita and Handayani, 2015). The physical transitions that occur are a rapid increase in height, hormonal changes, and entering puberty, which is characterized by sexual maturity (Nurvita and Handayani, 2015). Early adolescents also experience a transition in the brain; hence it allows them to experience progress in thinking (Stephani, 2017). In early development, adolescents are able to develop their abstract thinking gradually (Jannah, 2017). The early adolescents start to solve problems using logical reasoning that demands to make hypotheses. Adolescents in this early phase usually only attract and focus on the current circumstance, not the future (Nurhayati, 2016).

Attachment to Parents

Attachment is one of the relationship forms between two people who have a strong feeling towards each other (Renanda, 2018). Singgih and Susantoputri stated that parents' attachment to adolescents could prevent the emergence of delinquency behavior in adolescents (Septarianda, 2020). In a harmonious family, there is a warm and positive mutual affection between parents and adolescents, such as the emergence of mutual trust between one another and the communication that arises accompanied by the expression of feelings and asking each other's opinions.

Academic Self-Efficacy

The concept of self-efficacy is stated by Albert Bandura (1997), which is defined as a belief that someone has about his/her ability to control and do something (Mirsanti, 2019). According to Santrock (2007), the academic self-efficacy is a belief that someone is able to master the situation or perform related academic tasks and be able to provide the desired results (Utami and Sawitri, 2017). The concept of academic self-efficacy consists of two things, which are the ability level and the aspect of strong belief. A person is able to direct motivation, cognitive abilities, and take actions needed to do assignments, achieve goals, and overcome academic challenges (Anjaswarni *et al.*, 2019).

The Effect of Attachment to Parents towards Academic Self-Efficacy in Early Adolescents

Interaction relation between parents with children and early adolescents influences as well the characteristics of them (Maulidiyah, 2016). This is because of the interaction of parents with children, early adolescents, as well as environment form a protective environment or a risky environment for children and adolescents. A research conducted by Widanarti & Indati (2002) found that self-efficacy in adolescents is influenced by the social support from family (Nanda and Widodo, 2015). The higher the social support given by the family will result in the high self-efficacy in adolescents and vice versa. Parents or family has a role as a prominent figure for adolescents in building attachment, as well as a support system during adolescence in a wider and complex social world (Belea and Calauz, 2019).

RESEARCH METHOD

This research uses explanatory quantitative research format, which is a study that explains the generation of a sample in the population or explains the relationship, difference, the influence of a variable with the other variable (Anshori and Iswati, 2019). In this research, the researcher tries to explain how the influence of attachment is safe towards adolescents' self-efficacy by using a quantitative process with the obtained data. The format of explanatory quantitative research can be conducted in two ways as well which are through surveys and experiments (Anshori and Iswati, 2019). In this research, the researcher uses an explanatory survey format.

The population uses in this research is early adolescents in the age range of 12 to 15 years. The technique conducted in the process of determining the used sample. The researcher uses a purposive sampling technique, which is by determining the sample based on certain criteria (Rudangga and Sudiarta, 2016). The sample criteria used in this research are as follows: (1) Adolescents who live in Surabaya; (2) Adolescents who live with their parents; (3) Adolescents who have complete parents; (4) Have an age range of 12 to 15

years; (5) Willing to be a research subject.

RESULT OF THE STUDY

Descriptive Statistical Analysis

Descriptive statistics are statistics that process raw data into data that is easier to understand. This descriptive statistical analysis consists of maximum value, minimum value, range value, mean value, and standard deviation value. The descriptive analysis results from the data obtained from this research are as follows:

Table 1. The Calculation of Descriptive Statistics Results of Attachment and Self-Efficacy in Adolescents

Descriptive Statistics						
	N	R a n g e	M i n	M a x	M e a n	Std . De v i a t i o n
Atta chm ent	2 7 5	1 3 2	1 1 0	2 4 2	1 9 2 . 8 6	22. 86 9
Self - Effi cacy	2 7 5	3 8	3 8	7 6	5 4 . 6 2	7.0 00
Vali d N	2 7 5					

Based on table 1, it can be known that the data processed is 275 data. The attachment variable has a minimum value of 110 and a maximum value of 242, by the resulting range value of 132. Meanwhile, the mean value is 192.86 and the standard deviation is 22.869 for the attachment variable. This self-efficacy variable has a minimum value of 38 and a maximum value of 76 by the resulting range value of 38. Meanwhile, the mean value is 54,62 and the standard deviation is 7,000 for the self-efficacy variable.

DISCUSSION

The result of this research shows that there is an influence of parents' attachment, which is significant towards academic self-efficacy in early

adolescents. It is obtained by using the simple regression analysis from 275 adolescent subjects with a significant value of 0,00 which proves the existence of significant influence. The data also produces an R-value of 0.280 which indicates a large correlation between variables, which is interpreted that there is an influence between variables that are classified as weak. Afterward, it is also obtained a coefficient of determination value of 0.079, which means the effect of attachment has a contribution of 7.9% while the rest is influenced by other factors not examined in this study, namely peer and school environment. This is in line with (Kusmawati, Hadi, and Putra, 2018), who state that parents, schools, and peers influence adolescent students in many things.

Based on the result of conducted data analysis, it is known that regression between attachment to parents and academic self-efficacy is stated as positive and result in the linear equation $Y = 38,064 + 0,086 X$, which means that each level increase in attachment to parents will increase the academic self-efficacy of 0.086 units. Through that equation, it can be concluded that the attachment to parents in early adolescents influences as well the academic self-efficacy. The influence which exists between the attachment to parents and academic self-efficacy in early adolescents has positive value, which means the higher the attachment to parents, hence the academic self-efficacy in early adolescents will be high as well. This analysis result shows the hypothesis proposed in this study in which there is a positive influence between attachment to academic self-efficacy in adolescents can be accepted.

The data obtained in this study shows that most research subjects have a secure attachment to parents who are classified as moderate. From a total of 275 adolescents, there are 101 adolescents (36.73%) included in this category. This can be a concern that not many adolescents have a high attachment to their parents although attachment to their own parents has some positive effects on adolescents.

The result of the study also shows that the level of academic self-efficacy in the subject is classified into a moderate category, in which of 106 from 275 adolescents (38,55%), including in this category. According to that result, it can be concluded that the academic self-efficacy possessed by early adolescents is not high enough, so it needs to be improved again. Schunk and Meece (2006) stated that self-efficacy is influenced by three factors, which are family, peers, and schools (Prasetyo and Kustanti, 2019). Parents are the closest family members who can help to boost the existence of positive academic self-efficacy as well as provide learning on various strategies that can be used in overcoming the faced obstacles (Prasetyo and Kustanti, 2019).

CONCLUSION

Based on that result of data analysis, it can be concluded that there is a significant influence between the attachment to parents towards academic self-efficacy in early adolescents in Surabaya. The obtained regression equation shows a positive influence. Thereby, it can be concluded that the higher the

attachment to parents, hence the higher as well the level of academic self-efficacy that adolescents have.

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