

Parenting Self-Efficacy Among Working Mothers in Central Sulawesi

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DOI: DOI 10.15294/ijeces.v13i1.76093

Submitted: 07/11/2023 Revised: 13/05/2024 Accepted: 10/05/2024

ABSTRACT

Mothers have a crucial role in household affairs and childcare in the family. But now, the role of mothers is starting to change. Some mothers choose to work for various reasons including being able to meet needs, self-actualization, knowledge experience, and to fill spare time. Working mothers will easily experience stress, fatigue, or even frustration if they cannot balance between work and their responsibilities as housewives. This condition will have a bad impact on the family. Parenting self-efficacy is a parent's confidence in their competence in caring for and providing care for children that positively influences the child's behavior and development. Therefore, the purpose of this study is to describe the role of parenting self-efficacy. Participants consisted of 192 working mothers who had children between the ages of 0 and 8. This study used a random sample. Working mothers were given a questionnaire that was distributed according to the SEPTI scale to measure their self-efficacy in parenting. The results showed a significant relationship between stress and well-being among working mothers, t -count values of $t = 129,872 > t$ -table 1,994. The higher the stress level of the mothers, the lower the self-effectiveness of their parents. Conversely, the lower the mother's stress level, the higher their parents' self-efficiency. In the end, the hypothesis was accepted.

Keywords: parenting self efficacy, working mother, children aged 0-8 years

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1. INTRODUCTION

Parenting self-efficacy (PSE) describes an individual's ability to successfully perform given parenting tasks. Self-efficacy can provide information on how a person can overcome challenges, such as how often a person can pursue a goal, how much activity a person can do while pursuing a goal, and how long the individual can stay motivated while overcoming obstacles. A person with the ability of efficacy determines most of the effort that has been expended and some individuals persevere in the face of obstacles and painful experiences. When referring to parenting, self-efficacy is based on a person's assessment of the extent to which parents can be competent in parenting. This concept of parenting self-efficacy comes from Bandura's theory of self-efficacy which is defined as a person's belief in his ability to meet or achieve certain goals (Hamovitch, Acree & Broeinheimer, 2019).

Parents with high self-efficacy are more likely to be easy to evaluate parenting issues and less likely to experience stress when faced with parenting problems and are more likely to be able to deal with specific challenges than parents with low self-efficacy. In addition, Coleman and Karraker (2000) with their thoughts on self-efficacy in the area of parenting called parenting self-efficacy define as parental confidence in one's ability to perform parenting tasks and influence child development. Parental self-effectiveness is a parent's assessment of a parent's ability to have a positive influence on the child (Kiang, Glatz & Buchanan, 2017).

The development of children at preschool age is very important because children will be able to adjust to the surrounding environment. If this development is experiencing problems, it can have an impact on the child in the next stage of learning. (Wijaya, 2008). The term is often referred to in the parenting process which refers to the way parents choose to educate and care for children. In practice, this includes taking care of food, drink, clothing, shelter, and ensuring their successful growth and development until they reach adulthood. In early childhood, i.e. between the ages of 0-8 years, the intended care should include the basic needs of the child's growth and development, namely the needs about stimulation or alienation, the needs about affection or affection, as well as the needs about physical growth or biological development. In achieving success at that time, it is necessary to play an important role in parenting at home, especially mothers. If this role can be played well by the mother, then the growth and development of the child can reach an optimal point. (IDAI, 2010). The role of the mother in development is very important because the mother acts as the first and main educator in the family so that the mother must realize that caring for children properly and according to the child's stage of development is one of the main responsibilities. (Hidayat, 2006).

The competence of a mother will certainly affect the growth and development of children. Handayani and Munawar (2015) conducted a study in Indonesia on working mothers, suggesting that the way to maximize the growth and development of children is to provide a lot of stimulation from parents to children, especially from a mother. The relationship built by the mother with her child is very important, although on the other hand the mother has to divide her time with her work affairs. It is further explained that there are three characteristics of mothers with working status. First, the lack of time you have with family, especially with children. Second, the possibility of not being able to provide breast milk directly. Third, the demands of work that make a mother unable to always accompany children, thus giving trust to caregivers. Mothers who work outside the home do have both positive and negative impacts. The positive impact is an increase in financial income that will

encourage the quality of health, childcare, and can save for the child's future. The negative impact is the dual role it performs. Of the two roles, there are different demands that often bring dilemmas for mothers who work with the care of their children (Hayati & Febriani, 2019). Working mothers have less than optimal parenting.

Currently, the phenomenon that occurs in the community of many families occurs dual carrier family, where not only the father works, but the mother is also busy working, so that the role of the mother in stimulating child development is different from that given by mothers who do not work (Harjaningrum, 2005). This causes the task of caring for children to collide with the busyness of parents with various considerations of choosing to have dual carrier family status. As a result, there was no other choice but to hand over the temporary childcare and care duties to the second party, that is, the nanny. Maybe the other party is grandparents, uncles, neighbors, housekeepers, or day guards. Based on data from the Central Statistics Agency (BPS), the number of workers in Indonesia in 2022 is 143 million people and as many as 35.57% or around 50 million of them are female workers. The age range of female workers is 15-50 years, which in that age range is the productive period. Based on data from the Central Statistics Agency (BPS) in Central Sulawesi there are 566 women working. This number increased by 2% from the previous year. On the other hand, with the development of an increasingly modern era and increasing economic needs, work is a choice taken by some mothers to meet these demands. Mothers with many roles are often referred to as working mothers. According to Vureen (Apreviadizy & Puspitacandri, 2014), working mothers are mothers who in addition to caring for the household also have responsibilities outside the home, either in the office, foundation, or independently with a span of time spent mostly on the family.

During the parenting process, parents are one of the most important contributors to children's growth. (Rafferty, Griffin, & Lodise, 2011). One of the competencies that parents must have is parenting self-efficacy (Istikomah, Aryanti, & Rilyani, 2019). Self efficiency is a parent's assessment of their competence or ability to carry out their role as a parent to positively influence children's behavior and growth. Parents who have a strong belief in their ability to care for them have more positive emotional well-being, better dependence on their children, and have a better role as parents. (Coleman & Karraker, 2000). According to research conducted by Elek et al (2003) revealed that mothers who have high self-confidence or parenting self-efficacy have a better ability to perform responsibilities as parents, more responsive in responding to every sign and need of the baby as in the process. (Elek, Brage Hudson, & Bouffard, 2003).

Parenting self-efficacy can be measured through five dimensions, namely: a) the ability to facilitate the child's achievement in school (achievement), b) the ability to support the child's recreational needs (recreation), c) the ability to establish rules and discipline (discipline), d) the ability to understand the child's emotional condition (parental), and e) the ability to maintain the child's physical health (health). According to Coleman and Karraker (2003), maternal parenting self-efficacy is lower in younger children. In line with the results of a preliminary study in the form of interviews conducted by Anggraini (2019), it was stated that three subjects of working mothers and having toddler-age children showed low parenting self-efficacy. Mothers become less affectionate to their children because mothers tend to be irritable and pay less attention to their children after being tired all day at work. This is different from research conducted by Pertiwi and Madjid (2014), which said that mothers who work and have toddler-age children have high parenting self-efficacy scores. In line with the opinion of Coleman and Karraker (2003), said that mothers with good

parenting self-efficacy will make mothers less stressed and successfully carry out their role as parents who take care of children. Therefore, working mothers must have good parenting self-efficacy so as not to easily feel pressured in carrying out the demands of their role as workers and parenting.

Based on previous research, this research method has limitations to describe more deeply the self-efficacy of working mothers and the challenges experienced by mothers. Thus, the author is interested in researching more deeply about the description of parenting self-efficacy of working mothers who have children aged 0-8 years using descriptive quantitative research methods in Central Sulawesi. So it will be seen how the picture of parenting self-efficacy in mothers works using quantitative data described in more detail with an analysis of previous literature findings.

2. METHOD

A total of 192 working mothers in Central Sulawesi who had children aged 0-8 years participated in the study. To obtain clearer data some diversity of socio-economic structures such as average family income, average level of maternal education, age of mothers and number of children cared for are also involved in this research. The questionnaires were distributed online and distributed to all working mothers in Central Sulawesi. In addition, researchers also distributed questionnaires offline by visiting each agency in various provinces in Central Sulawesi. This study used the Self-Efficacy Index for Caregiving Tasks (SEPTI). This 36-item scale was developed by researchers from Coleman & Karraker (2003) to provide a domain-specific self-efficacy index used by parents with children aged 0-8 years. Five subscales make up the scale and are designed to assess parental competence relating to the following categories of parenting tasks: (a) facilitating children's achievement in school (ACHIEVEMENT), (b) supporting children's needs for recreation including socializing with peers (RECREATION), (c) provision of structure and discipline (DISCIPLINE), (d) provision of emotional parenting (NURTURANCE), and (e) maintenance of children's physical health (HEALTH). Each item was rated on a 6-point Likert scale, with possible responses ranging from strongly agreeing to strongly disagreeing. Higher scores indicated higher self-efficacy on all subscales after some items were scored upside down.

Tabel 1 Charalterstic

Characteristic		N (192)	Presentation (%)
Age	< 20 years	20	10 %
	21 - 30 years	38	20%
	30 - 40 years	86	45%
	>40 years	48	25%
Types of Jobs	PNS	64	33%
	Honor	86	45%
	Merchant	27	14%
	Self employed	15	8%
Monthly revenue	< 3.000.000	34	18%
	3.000.000 – 5.000.000	105	55%
	5.000.000- 10.000.000	25	13%
	>10.000.000	28	14%

3. RESULTS AND DISCUSSION

Based on the table above, it is known that from the overall data, as many as 192 participants had a total parenting self-efficacy score with an average of 133.01 (SD = 14,191), with a minimum value of 99 and a maximum value of 165.

Tabel 2 Inferential Analysis (Prerequisite Test)

Test Value = 0						
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Parenting_self_efficacy	129.872	191	.000	133.005	130.99	135.03

Normality Test is a normality test performed to test whether the data is normally distributed or not. The normality test in this study was conducted using the Kolmogorov-Smirnov test on the SPSS 16.0 for windows program. The hypothesis proposed is H0: the initial data and the final data are normally distributed; H1: initial data and final data are not normally distributed. Data normality testing uses a significance level of α 0.05 or a confidence level of 0.95. The criteria for normality test decisions include, (1) if the probability is greater than 0.05 then H0 is accepted so that the data is declared normally distributed, (2) if the probability value is smaller from 0.05 then H0 is rejected so that the data is declared not normally distributed. The normality test results can be seen in the table below.

In table 4.8 the results of the independent sample t test are known to be nila $t = 129.872$ with 191 df (degrees of freedom), by producing a significant value (2 - tailed) of 0.000, because the significant value (2-tailed) is lower than $\alpha = 0.05$. So it can be concluded that there is an influence of parenting self-efficacy on working mothers, because the significant value (2-tailed) is lower than α which means Ha is accepted because of the influence and if the significant value (2-tailed) is greater than the α value which means Ho is rejected because of the absence of influence.

And it can also be proven from the results of comparing t-count with t-table with decision making through the comparison of t-count with t-table, if t-count is greater than T-table then there is an influence, if T-count is smaller than T-table then there is no influence. In independent testing, the t-test sample above shows that the t-count value is $t = 129,872 > t\text{-table } 1,994$, which means that there is an effect of parenting self-efficacy on working mothers.

Based on the results of the SEPTI scale categorization, the results of high categorization were obtained as many as 103 participants (54%) and the medium category as many as 89 participants (46%). In the results of the study, the average score of each dimension of parenting self-efficacy

obtained by participants who had parenting self-efficacy, both with high and moderate results,, was also described. The results can be seen in Figure 1 and Figure 2.

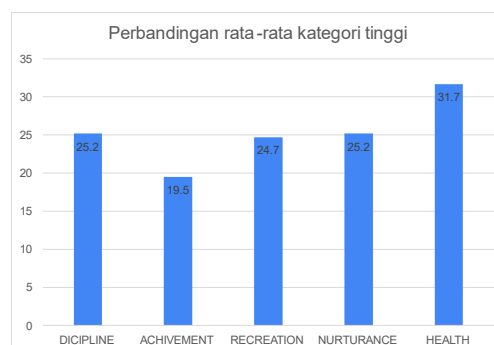


Figure 1. Comparison of Average Scores of Each Dimension of Parenting Self-Efficacy High Category

Based on figure 1, it is known that in the height category, the dimension that has the highest average value is health of 31.7. Furthermore, the discipline and nurturance dimensions have the same value of 25.2. In the fourth position is the reaction dimension with an average value of 24.7. While the lowest average score is achievement of 19.5.

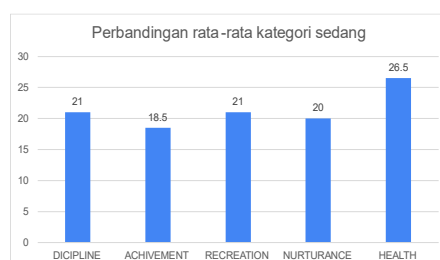


Figure 2. Comparison of Average Scores of Each Dimension of Parenting Self-Efficacy in the Medium Category

Based on the results of the SEPTI scale categorization, the results of high categorization were obtained as many as 103 participants (54%) and the medium category as many as 89 participants (46%). In the results of the study, the average score of each dimension of parenting self-efficacy obtained by participants who had parenting self-efficacy, both with high and moderate results, was also described. It is known that in the high category, the dimension that has the highest average value is health of 31.7. Furthermore, the discipline and nurturance dimensions have the same value of 25.2. In the fourth position is the reaction dimension with an average value of 24.7. While the lowest average score is achievement of 19.5.

The highest average value in the high category was the health dimension which was 31.7 and the medium category was 26.5. In other words, participants have strong confidence in their ability to maintain children's physical health such as providing nutritious food, providing nutrients needed by children, keeping children in carrying out activities outside the home, and responding quickly if

children experience symptoms of certain diseases. While the lowest in the high and medium categories is also the achievement dimension. In the high category of 19.5 and the medium category of 18.5. In other words, participants lacked confidence in their ability to assist children in achieving achievements and felt less involved in helping children's activities at school.

From the descriptive analysis, the empirical average of participants who were full-time working mothers in Central Sulawesi was 192 and it can be considered that participants had high parenting efficiency. From the demographic data, we can see that the majority of participants were married with middle to high socioeconomic status. Husband support and good financial condition correlate with high parenting efficiency (Shumo & Lomax, 2002). Coleman and Karraker (Coleman & Karraker, 2002) explain that as they get older, children tend to be able to take care of themselves so as to reduce the time and energy needed by mothers in childbirth compared to younger children.

Mothers who do not work will have more time with children than fathers. Mother will spend a full day with her child. But. The amount of time is not a determining factor for the mother to be able to bring influence on the child. Because the real core is the quality of parenting itself. A study of mothers who work outside the home proves that reduced number of contacts with children does not have a significant effect on child development (Dagun, 2013: 15). Research from Maulina (2023) that the role of working mothers in stimulating the development of preschool age gets results with classification in the sufficient category. Where not all working mothers are able to have high parenting self-efficacy. However, when referring to the study of Health, Curtis, Fan, Mchperson, (2015) Parents of children who showed a clinically significant reduction in ADHD symptoms reported lower levels of stress and higher self-efficacy compared to children with advanced disorders. In addition, it turns out that the study of Larasati et al (2021) Mothers who have children with ASD, especially children aged 5-12 years, who are participants in this study, have a high level of parenting self-efficacy. This shows that mothers who have children with ASD aged 5–12 years have positive parenting behaviors and are able to prepare their environment to be adaptive, stimulating, healthy, fun, and fully involved in carrying out their role as parents. It can be concluded that parental readiness is a major factor in parenting, whether working or non-working mothers do not allow everything to affect a person's level of self-efficacy.

Parenting self-efficacy is an internal maternal factor that encourages the creativity and perseverance of mothers to carry out the right care and education process tailored to their abilities. In limited financial support, mothers with high *parenting self-efficacy* will try to provide care and education directly to their children without the help of other parties so that children can continue the process of improving their communication and social interaction skills. Supported by research from Schunk & DiBenedetto (2016) where parents with high self-efficacy when getting difficult tasks is a challenge that must be solved. They have the determination to complete these tasks, trying to always succeed in carrying out home and office work tasks. Conversely, people with low self-efficacy tend to be more hopeless and stressed in the face of household and work tasks. So it affects that self-efficacy can lead to a person's level of happiness.

Mothers with high *parenting self-efficacy* will try to find and find the right care and education strategies for their children. He will try to understand and apply healthy parenting patterns for his children so that gradually children are able to build independence so that they can build interpersonal relationships and can improve their quality of life. In addition to the limitations of the study, it did not measure maternal working hours, birth order of children, and husband's role or other factors that

could affect the well-being of working mothers. However, it can be strengthened from previous research from Apriani and Risnawaty's (2020) research, it is known that there were significant differences in self-efficacy parenting in participants who had small children (3-7 years) and those who had older children (8-12 years). In addition, significant differences in parenting self-efficacy were found based on the presence and absence of caregiver children other than parents. Based on the sex of the child, there was no significant difference in parenting self-efficacy in participants who cared for a boy or girl. In addition, from the research of Radja, Satyadi & Roswiyani (2022) where social support and marriage factors play an important role in parenting self-efficiency. Such support is obtained through spouses, parents, in-laws, and other caregivers who support and care for their children while participants work outside the home. In addition, the three participants also received assistance in household chores, including sweeping, mopping, washing clothes, and so on.

The consistent finding that mothers who have more experience with children than their own show higher levels of parenting self-efficacy is anticipated, since Bandura (1989) argues that experience is a major contributor to a person's sense of efficacy in a given domain. Interestingly, however, mothers with more children of their own did not show higher levels of parenting self-efficacy. Experiences with children other than one's own provide normative information to parents regarding the nature of the child's needs, behaviors, and development. Parents with this type of information base may be less likely to assume responsibility for the problems at hand, less likely to feel like failures easily, and develop potent beliefs about their competence as parents. The combination of such findings further implies the possibility that self-perceptions of competent parenting behaviors more easily result from structured experiences with children, such as through babysitting, working in daycare centers, or volunteering in the classroom, rather than through the trial and error experiences often involved in raising children alone. The additional finding that experiences with children other than one's own are associated with satisfaction with parenting only through their influence on parenting self-efficacy further suggests that this type of non-parenting experience with children can facilitate the acquisition of high parenting self-efficacy, which in turn may lead to more competent parenting (as shown in previous studies and suggested by correlation with satisfaction parenting in this study).

More highly educated mothers and those who reported higher family incomes also had high parenting self-efficacy scores. Compared to less educated mothers, educated mothers tend to have acquired a broader knowledge of child development and effective parenting strategies, encouraging more successful interactions with their children. Although improved education was associated with increased satisfaction, mediated analysis showed that this higher satisfaction was a product of increased self-efficacy rather than resulting from the direct effect of education on satisfaction. Higher family incomes allow mothers to provide more material goods, fun experiences, and opportunities for their children, as well as prevent various stresses on parents that can jeopardize adaptive childcare while also allowing mothers to hire babysitters or arrange other social supports that can help mothers have the time and energy for competent parenting. In line with research from Rahmawati & Ratnaningsih (2020) with research evidence that the lower work-family conflicts that occur in working mothers who have elementary school-age children. In this study, parenting self-efficacy contributed 22.3% effectively in influencing work-family conflict in working mothers who have elementary school-age children.

Although the above conclusions are certainly logical, alternative explanations are worth considering. In particular, given the fact that education and parental income are only significantly correlated with domain-specific size and general-domain size that has a somewhat specific item content, it is highly likely that this significant relationship represents a measurement problem.

4. CONCLUSION

According to an analysis involving 192 participants, mothers who worked full-time in Central Sulawesi had high parenting efficiency. There was a significant relationship between stress and well-being among working mothers, t -count value of $t = 129,872 > t\text{-table } 1,994$. The higher the stress level of the mothers, the lower the self-effectiveness of their parents. Conversely, the lower the mother's stress level, the higher their parents' self-efficiency. In addition, it was shown that the highest average value in the high category was the health dimension, which was 31.7 and the medium category was 26.5. In other words, participants have strong confidence in their ability to maintain children's physical health such as providing nutritious food, providing nutrients needed by children, keep children in carrying out activities outside the home, and respond quickly if children experience symptoms of certain diseases. While the lowest in the high and medium categories is also the achievement dimension. In the high category of 19.5 and the medium category of 18.5. In other words, participants had less confidence in their ability to help children achieve and felt less involved in helping children's activities at school.

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