Holistic Parenting and Social Media Parenting Content on Parental Self Efficacy and Knowledge

Nur Anisa[1*] , Inayatur Robbaniyah[2] , Retno Tri Wulandari[3] , Tomas Iriyanto[4], Ahmad Samawi[5] (iD)

[1,3,4,5] Jurusan Pendidikan Anak Usia Dini, Universitas Negeri Malang, Malang, Indonesia
[2] Sekolah Pascasarjana Pendidikan Anak Usia Dini, Universitas Negeri Yogyakarta, Yogyakarata, Indonesia

ARTICLE INFO

ABSTRAK

Penanganan atas kasus kekerasan terhadap anak memerlukan adanya kerja sama dari berbagai pihak, baik akademisi, praktisi juga masyarakat . Dari kalangan masyarakat pun saat ini ini mulai banyak bermunculan konten parenting di media sosial. Penelitian ini bertujuan untuk menguji pengaruh persepsi orang tua mengenai pelatihan parenting holistik dan konten parenting media sosial terhadap self-efficacy orang tua dan pengaruhnya terhadap pengetahuan orang tua. Penelitian ini tergolong kedalam jenis penelitian penjelasan (explanatory research). Populasi dalam penelitian ini yakni 87 orang tua, dikarenakan jumlah sampel yang digunakan <100 maka teknik pengambilan sampel yang digunakan dalam penelitian ini adalah total sampling dengan melibatkan seluruh anggota populasi. Pengumpulan data dalam penelitian dilaksanakan menggunakan metode non-tes, dengan instrument penelitian berupa instrument skala likert. Data yang diperoleh dalam penelitian kemudian dianalisis dengan menggunakan pendekatan struktural Model Persamaan (SEM) dengan bantuan aplikasi smart PLS. Analisis penelitian dilakukan melalui tahapan uji validitas dan reliabilitas, Tes R Square, serta analisis model dalam. Hasil analisis penelitian menunjukkan bahwa parenting holistik dan konten parenting media sosial mempengaruhi self-efficacy orang tua dan pengetahuan parenting (H1, H2, H4 dan H5 diterima), demikian juga Parent self-efficacy mampu mempengaruhi pengetahuan pengasuhan (H3 diterima). Adapun Parent Self Efficacy mampu memediasi hubungan parenting holistik dan konten parenting media sosial terhadap pengetahuan parenting (H6 dan H7 diterima). Berdasarkan hasil tersebut maka dapat disimpulkan bahwa pola asuh holistik dan konten pola asuh media sosial secara signifikan berpengaruh terhadap efikasi diri dan pengetahuan orang tua.

ABSTRACT

Handling cases of violence against children requires the cooperation of various parties, academics, practitioners and the community. Currently, much parenting content is emerging from the community on social media. This study examines the effect of parents' perceptions of holistic parenting training and social media parenting content on parents' self-efficacy and their effect on parental knowledge. This research belongs to the type of explanatory research. The population in this study was 87 parents because the sample size was <100, so the sampling technique used was total sampling involving all members of the population. Data collection in the study was carried out using the non-test method, with a research instrument in the form of a Likert scale instrument. The data obtained in the study were then analyzed using a structural Equation Model (SEM) approach with the help of the smart PLS application. The research was conducted through validity and reliability testing, the R Square Test, and deep model analysis. The research analysis results show that holistic parenting and social media parenting content affect parental self-efficacy and parenting knowledge (H1, H2, H4 and H5 are accepted), and parent self-efficacy can influence parenting knowledge (H3 is accepted). Meanwhile, Parent Self Efficacy can mediate holistic parenting relationships and social media parenting content on parenting knowledge (H6 and H7 are accepted). These results show that holistic parenting style and social media content significantly affect self-efficacy and parental knowledge.

*Corresponding author.
E-mail addresses: anisa99@gmail.com (Nur Anisa)

1. INTRODUCTION

Children are an essential part of the survival of a nation. It is because children will become the future successors of the nation (Fatmawati et al., 2021; Hasanah & Sugito, 2020). Every child has dignity that must be upheld. Besides that, every born child must get his rights without having to ask first (Baiti, 2020; Sari et al., 2020). Families, especially parents, are the people most responsible for the growth and development of children (Lestari, 2019; Ulfa & Na'imah, 2020). Before being educated in schools and the community, children are first educated at home and in their families (Handayani, 2021; Lilawati, 2020). The first socialization occurs in the family through the care of children their parents provide. To respond to the child's transfer needs, parents must develop in-depth and broad knowledge, from being aware of developmental milestones and norms that help keep children safe and healthy to understanding professional roles (Pangastuti et al., 2020; Siregar et al., 2021). Parents with high knowledge of child development are likelier to provide books and learning materials tailored to the child's interests and age and read, talk and tell stories more than mothers who lack knowledge (Agus, 2019; Anggraini, 2021).

Parents with good knowledge can increase their self-efficacy, influencing their knowledge of how to care (Hayati & Febriani, 2019; Sariyani & Ariyanti, 2022). Parenting self-efficacy (PSE) refers to parents' belief in their ability to perform parenting roles successfully. It derives from Bandura's concept of personal self-efficacy formulated in social cognitive theory (Albanese et al., 2019; Fang et al., 2021). Parents who have good parenting self-efficacy will be able to help their children get through the stages of their child's development without serious problems (Glatz & Buchanan, 2021; Vance et al., 2020). Conversely, suppose parents have low parenting self-efficacy. In that case, it will impact the inability to use their knowledge to act according to their duties as parents, which can cause high emotional pressure and anxiety in the parenting process (Botha et al., 2020; Tatsiopoulou et al., 2022). The lack of confidence in one's ability to carry out this role is an important aspect affecting parenting behaviour.

Lack of self-efficacy and parental knowledge about educating good children creates problems in the child's development process (Andini, 2019). One of the most common problems in Indonesia is the problem of violence against children. The Indonesian Child Protection Commission (KPAI) received 5,953 cases of violations of children's rights in 2021. From the cluster of the fulfilment of children's rights, the most violations came from the family environment and alternative care, which reached 2,281 cases. It shows that parents' awareness of protecting children's rights and welfare is still relatively low. Handling violence against children requires cooperation from various parties, academics, practitioners and the community. Currently, much parenting content has emerged from the public on social media. The initial analysis results show that almost 80% of parents admit that they actively participate in accounts about parenting to make the parenting process easier. On a positive note, technology such as social media can be an innovation in developing learning in early childhood education in Indonesia. Setyastuti's research shows that 55.4% of parents seek online parenting information, 14% through books, 13.8% through seminars, 15.40% through family, and 14% through neighbours. Through internet intermediaries, parents can access information through social media, be it the IG, Facebook, or Tiktok platforms. Recent research also shows that almost 70% of parents already use social media.

Parenting content presented on various social media platforms will certainly positively influence parents' mindsets, especially regarding how to educate good children (Saudah & Lestari, 2021). Parents should be able to apply holistic parenting in educating children at home as much as possible. Where holistic parenting is the ability of parents to provide an excellent example to children through the behaviour of the parents themselves (Ekosiswoyo et al., 2019; Salehudin & Asiyani, 2022). Parents must appreciate the differences in children's personalities and give children the freedom to develop their beliefs according to their personalities and potential (Antipkina & Ludlow, 2020; Schecter et al., 2020).. The development of holistic parenting skills can facilitate teachers and parents to develop insights and skills in carrying out child care.

Several previous studies have shown that childcare educational content through online media can significantly help parents implement good parenting patterns for their children (Hapsari et al., 2020). The results of other studies reveal that holistic parenting adopted by parents can significantly reduce the number of bullying cases at school (Adema, 2012). Further research revealed that holistic parenting programs could significantly develop intrapersonal intelligence in early childhood (Chandra et al., 2020). Based on some of the results of these studies, holistic parenting styles, as well as parenting content, influence increasing people's ability to care for children. In previous studies, no studies specifically discuss the effect of holistic parenting and social media parenting content on self-efficacy and parental knowledge. So this research is focused on this study to examine the influence of parents' perceptions of holistic parenting training and social media parenting content on parents' self-efficacy and their effect on parental knowledge.

2. METHOD

The type of research used in this research is explanatory research, which is carried out. To explain the position of the variables studied and the influence of one variable on another. This researcher mainly uses the explanatory research method to test the hypothesis proposed. The population in this study was 87 parents because the sample size was <100, so the sampling technique used was total sampling involving all members of the population. Data collection in the study was carried out using the non-test method, with a research instrument in the form of a Likert scale instrument. The research instrument grid is presented in Table 1.

Table 1. Research instruments

Variable	Indicator
Parent Self-efficacy	1. Avoid overreacting when my child has misbehavior 2. Control my emotions in front of my child 3. Understand my child's feelings 4. Listen to my child 5. Create a peaceful, happy home 6. Set a good example by being polite and respectful to others 7. Praise my child when he/she does well 8. Let my child know I love him/her 9. Explain things so that my child will understand (Balat et al., 2010)
Holistic Parenting	1. The parents become the child's role model 2. Harmony among the words, attitudes and actions 3. Automatically conducted everyday 4. Parents' encouraging the discipline through habituation 5. The habituation is made continuously 6. Consistent in the guidance time 7. Employing appropriate words (good, noble, impactful to the listener) 8. Employing various media 9. proper timing 10. The available time that the parents spend to give their attention to their child is sufficient 11. The Available time that the parents spend to control their child is sufficient 12. Care and control are given to various areas of guidance 13. There are clear rules of the game previously socialized to the child before the parents give any consequences (Rahmawati, 2016)
Parent Knowledge	1. Basic Care: providing for the child's physical, medical and dental needs; 2. Ensuring Safety: ensuring the child is adequately protected from harm or danger; 3. Emotional Warmth: ensuring the child's emotional needs are met and giving the child a sense of being specially valued and a positive sense of his/her own racial and cultural identity; 4. Stimulation: promoting the child's learning and intellectual development through encouragement and cognitive stimulation and promoting social opportunities 5. Guidance and Boundaries: enabling the child to regulate their own emotions and behavior. 6. Stability: providing a sufficiently stable family environment to enable a child to develop and maintain a secure attachment to the primary caregiver(s) in order to ensure optimal development.
Social Media Parenting Content	1. Unlimited information available; 2. Convenience; 3. Immediate answers; 4. Faster than information from a health care professional; 5. Trustworthiness of the information; 6. up to date;

Variable	Indicator
	7. Use to confirm information obtained from other sources
	8. Immediate affirmations and support;
	9. Trustworthiness of information
	(Moon et al., 2019)

The data obtained in the study were then analyzed using a structural Equation Model (SEM) approach with the help of the smart PLS application. Research analysis was carried out through the stages of validity and reliability testing, which were carried out to ensure that the measuring instrument used was feasible to be used as a measuring tool (valid and reliable); The R Square test is used to assess the effect of certain independent latent variables on the latent dependent variable which shows the presentation of the magnitude of the influence; as well as the analysis of the model in or commonly called the structural model which is used to predict the causal relationship between the variables tested in the model. Inner model analysis in testing using Smart PLS is done by testing the hypothesis. In testing the hypothesis, it can be seen from the t-statistic and the probability value. To test the hypothesis using statistical values, for alpha 5%, the t-statistic value used is 1.66 (n = 87), while the beta score is used to determine the direction of the influence of the relationship between variables.

3. RESULT AND DISCUSSION

Result

This study involved 87 parents of students with different characteristics. The characteristics of students' parents are divided into three aspects: characteristics based on the content of social media preferences, characteristics based on educational background, and characteristics based on age. In terms of characteristics based on the content of social media preferences, it is known that 41% of 87 respondents said they liked cooking content, 38% of mothers said they liked content about parenting, 12% of mothers liked content about handicrafts and 9% of mothers liked content about infotainment. Furthermore, in terms of characteristics based on educational background, it shows that 85% of respondents are Diploma/Bachelor graduates, 8% of respondents are Masters/S3 graduates, 6% of respondents are High School graduates/equivalent, and 1% of respondents are other graduates. Meanwhile, regarding age characteristics, 62% of respondents were aged 25-35 years, 34% were aged 36-45 years, 2% were aged 15-25 years and >46 years.

Data analysis begins with carrying out a validity test to measure the validity or validity of the questionnaire. This study uses convergent validity and AVE to test the validity. The instrument is declared valid if the AVE value is > 0.05 and the external load value (> 0.6). After testing the validity, the research continued with reliability testing using 2 types of reliability tests, including the Cronbach Alpha and Composite Reliability tests. The reliability test with Cronbach Alpha measures the lowest reliability (lower limit). If the Cronbach alpha data value is > 0.7, the data is declared good. At the same time, composite reliability measures the true reliability value of the variable. If the data's total reliability score is > 0.7, then the data is stated to be highly reliable. Based on the data analysis results, all instruments have good reliability with Cronbach's alpha value and composite reliability > 0.7. In more detail, the results of the reliability test are presented in Table 2.

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	rho_A	Composite reliability	Information
Holistic Parenting (X1)	0.925	0.931	0.935	Reliable
Parent Self Efficacy (X2)	0.905	0.907	0.923	Reliable
Parenting Content (Z)	0.917	0.919	0.931	Reliable
Parenting Knowledge (Y)	0.857	0.864	0.894	Reliable

After obtaining the results of the validity and reliability tests, the research continued with the R-Square Test, which was carried out to measure the extent to which other variables influenced endogenous variables. Based on data analysis using the smartPLS program, the R-Square value is obtained as in Table 3.

Table 3. Analysis Results R2

Variable	R Square	R Square Adjusted
Parent Self Efficacy (X2)	0.841	0.837
Parenting Knowledge (Y)	0.923	0.920

The test results obtained an R2 score for the Parenting Self-Efficacy variable of 84.1%, meaning that parenting self-efficacy and social media content affect parenting self-efficacy by 84.1%. Whereas parenting knowledge (Y) is influenced by parenting self-efficacy and parenting social media content by 92.3%, other percentages are influenced by variables not explained in this study. Further, the results of testing the research hypothesis are presented in Table 4.

Table 4. Hypothesis Testing Results

Hypothesis	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Information
Direct Influence					
H1. Holistic Parenting (X1) -> Parenting Knowledge (Y)	0.618	0.075	0.327	0.004	Hypothesis accepted
H2. Parent Self Efficacy (X2) -> Parenting Knowledge (Y)	0.650	0.078	8,377	0.000	Hypothesis accepted
H3. Parenting Content (Z) -> Parenting Knowledge (Y)	0.350	0.066	5,314	0.000	Hypothesis accepted
H4. Holistic Parenting (X1) -> Parent Self Efficacy (Z)	0.328	0.065	5.014	0.000	Hypothesis accepted
H5. Parenting Content (X2) -> Parent Self Efficacy (Z)	0.634	0.063	10.019	0.000	Hypothesis accepted
Indirect Influence					
H6. Holistic Parenting (X1) -> Parent Self Efficacy (Z) -> Parenting Knowledge (Y)	0.213	0.055	3,853	0.000	Hypothesis accepted
H7. Parenting Content (X2) -> Parent Self Efficacy (Z) -> Parenting Knowledge (Y)	0.412	0.057	7,280	0.000	Hypothesis accepted

Discussion

Based on the analysis of the research hypothesis, several main findings were found in this study, including the first finding shows that holistic parenting influences parenting knowledge. Essentially, a person does not fully understand whether what he is doing is harmful or not, beneficial or harmful, and right or wrong (Handayani, 2021; Lilawati, 2020). The essential thing in children's minds is that they feel happy and comfortable doing it. Therefore, parents and educators must guide and direct children in their activities so that what they do can benefit them and later form a good personality (Pangastuti et al., 2020; Siregar et al., 2021). Parents who have a holistic parenting style will be able to understand that a child's development is comprehensive as measured by the activeness of parents in participating in training (Agus, 2019; Anggraini, 2021). Holistic Integrative PAUD services are comprehensive early childhood care which includes nutrition and health services, education and care, as well as protection, to optimize all aspects of child development, which are carried out in an integrated manner by various stakeholders at the community, regional and central government levels (Antipkina & Ludlow, 2020; Schecter et al., 2020). Holistic parenting is a comprehensive process because it can improve children's welfare and prevent them from becoming victims of bullying (Ekosiswoyo et al., 2019; Salehudin & Asiyani, 2022).

The second finding shows that parental self-efficacy affects parenting knowledge. Increasing parents' knowledge about self-efficacy in training that has been carried out in the UM Family Planning/Kindergarten Lab is carried out with case studies, active dialogue and critical discussion about cases of violence against children and helpful parenting tips for parents. Active contribution during training shows that parents have the will to do better Parenting. Based on these conditions, Parenting self-efficacy can be shaped by successful experiences experienced by parents (direct experience), experiences of observing others (vicarious experience), emotional states (emotional states), and verbal feedback from others (verbal persuasion) (Albanese et al., 2019; Fang et al., 2021). Verbal persuasion obtained by parents is very important in encouraging and supporting children's careers through good parenting that can be applied (Glatz & Buchanan, 2021; Vance et al., 2020). When parents have confidence in their ability to carry out their roles, parents tend to have parenting behaviours that are more effective and impact the positive development of children. Parents' self-efficacy can also prevent depression experienced by the mother and child's temperament (Tatsiopoulou et al., 2022).

The third finding shows that social media parenting content affects parenting knowledge. The results of the data analysis show that all parents in the UM Lab KB/Kindergarten are active on social media and like to seek parenting tips through social media. The positive impact of technology, such as parenting content through social media, is an innovation in the development of learning in education in Indonesia. It was also followed by acquiring and disseminating information about parenting, which was increasingly widespread. Access to information in parenting, which was previously only in digital mode, has now transformed the online realm. Based on the research findings, there is a shift in the source of information about parenting values carried out by some parents in the UM Family Planning/Kindergarten Lab. In the past, mothers often got information about parenting values from their parents, in-laws, sister-in-law and several other elders. Now mothers admit they get more information about parenting values from the media. Information exchange is no longer limited by space and time, which is limited to meeting information providers and information accessors at the same place and time (Aslan, 2019; Sholikin & Fatmawati, 2019). All of that is possible given the development of the world of communication technology, which is proliferating. The amount of information they get ultimately affects parents' knowledge about proper parenting for their children (Saudah & Lestari, 2021).

The fourth finding shows that holistic parenting influences parents' self-efficacy. The parenting style recommended by various parties to develop the full potential of children is holistic parenting. Holistic care is relevant to parenting and needs to be known by parents who have early childhood. Children are unique individuals with different innate interests, abilities and backgrounds. The demands of entering elementary school to become proficient in CALISTUNG with busy work and the demands of being perfect parents sometimes cause some mothers to experience difficulties. Holistic care has dimensions that support each other, namely dimensions of example, habituation, advice, attention, and positive appreciation. Parents act as role models who will influence children's development, attitudes and values (Messer et al., 2018). In line with the view of holistic parenting, it states that parenting is not only about fulfilling physical aspects but also about fulfilling affection, relationships, and family warmth which can later affect children's characteristics (Hohlfeld et al., 2018; Thomas et al., 2017).

The fifth finding shows that social media parenting content affects parents' self-efficacy. Parents cannot close their eyes and avoid the digital era because digitalization has penetrated all fields. Parents must use social media very well to support their education. The rapid and diverse development of children requires parents, especially mothers, to be more active in seeking information about child development and parenting styles that are appropriate to the conditions of each child. Parents recognize educational content about parenting uploaded on social media in the UM Lab KB/TK Kindergarten, recognized as easy to obtain and understand. Simple stories supplemented with posters or illustrations give parents confidence in their role in the UM KB/Kindergarten Lab. In the current era, the development of the internet is very advanced because it can enter all aspects of human life, both in the form of entertainment and infotainment, with all forms of education (Andini, 2019; Lin et al., 2019). The more parents use social media, the more online support they receive. As many as 70% of young mothers maximize online media to obtain parenting information, while 30% prefer to obtain parenting information in conventional ways.

The sixth finding shows that parent self-efficacy can mediate the effect of holistic parenting on parenting knowledge. Based on the study's results, it is known that most parents are Bachelors. However, not all parents have caregivers or relatives who can assist them in raising children. Holistic parenting training can motivate mothers in the UM Lab KB/Kindergarten to understand their children's characteristics. A high level of parenting self-efficacy is closely related to the capacity of parents to provide an adaptive, stimulating and nurturing environment for children (Fang et al., 2021; Glatz & Buchanan, 2021). A person's behaviour in certain situations depends on the reciprocity between the environment and cognitive conditions, especially cognitive factors related to the belief that they are capable or unable to perform satisfactory actions. Self-efficacy obtained from Holistic Parenting training can assist parents in making choices, how to make efforts in raising children, the persistence and perseverance shown in facing difficulties, and the level of anxiety or calm experienced when maintaining parenting tasks (Agus, 2019; Anggraini, 2021; Botha et al., 2020; Tatsiopoulou et al., 2022).

The seventh finding shows that self-efficacy can mediate the effect of social media parenting content on parenting knowledge. Apart from social media, parents can also learn about parenting from previous parenting experiences, mothers, in-laws, siblings and neighbours. Parents' success in educating their children was one of the provisions that made parents confident about the parenting style given to their children. The massive amount of information obtained through social media also adds to their beliefs about the parenting style applied. Training respondents acknowledged that content about child psychology made it easier for them to understand positive parenting. Parents with high parenting self-efficacy are more likely to see raising children as a challenge, not a threat (Selviana et al., 2020). With good self-efficacy, respondents

can believe in their abilities, are steadfast in the face of difficulties, and are less likely to experience stress in dealing with the demands of being parents (Albanese et al., 2019; Chen et al., 2021).

The results obtained in this study align with previous research results, which also revealed that childcare educational content through online media could significantly help parents implement good parenting patterns for children (Hapsari et al., 2020). The results of other studies reveal that holistic parenting adopted by parents can significantly reduce the number of bullying cases at school (Adema, 2012). Further research revealed that holistic parenting programs could significantly develop intrapersonal intelligence in early childhood (Chandra et al., 2020). Based on the research analysis results, holistic parenting and parenting content together influence increasing people's ability to provide care for children.

4. CONCLUSION

Based on the data analysis and discussion results, holistic parenting and social media parenting content affect parenting self-efficacy and knowledge. Likewise, parents' self-efficacy can influence parental knowledge. Meanwhile, parental self-efficacy can mediate the holistic relationship between parenting and social media parenting content on parenting knowledge. Based on the findings of this study, it is hoped that the UM Kindergarten/KB Lab can hold training related to parenting to monitor parenting. Time limitations caused this research only to be carried out within one institution's scope. The researcher hopes that further research can be equipped with different variables with more samples to obtain more relevant research findings.

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