

The Influence of The Family Environment and Grit on Student's Academic Self-Efficacy

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Abstract: The Covid-19 pandemic has caused students to no longer be able to carry out face-to-face meetings as usual, this has hampered their personal and social development. This study will focus on seeing whether there is an influence between the family environment and grit on academic self-efficacy. Using simple random sampling technique, this study involved 106 7th and 8th grade students of SMPN Surabaya, Indonesia. The instruments used in this study were parenting style questionnaires, persistence questionnaires and academic self-efficacy questionnaires. The results showed that the F test was 12,361 and the significance was $0.000 > 0.05$ indicating that there was a significant effect between family environment and grit on the academic self-efficacy of junior high school students. So that a good family environment in this case parenting will affect the child's self-efficacy, in this study authoritarian parenting is the parenting pattern that has the most positive influence on self-efficacy. Then to improve academic self-efficacy, parents and teachers must collaborate to create a family and school environment that supports children to develop well.

Keywords: Family Environment, Grit, Self-efficacy



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Introduction

The Covid-19 pandemic has spread in Wuhan since the end of 2019 and began to spread widely in January 2020 (WHO Coronavirus (Covid-19) Dashboard, 2020) In Indonesia, children cannot do learning in person and only carry out online distance learning. In the implementation of distance learning carried out by SMPN 42 Surabaya, based on data obtained through attendance lists and interviews with subject which is teachers at the school, there were many students who from the beginning of distance learning did not carry out the tasks assigned by the teacher through the Microsoft Teams application, apart from that, based on the results of discussions in classical guidance sessions, finding that students spend more time playing games or being on social media than doing assignments when opening their gadgets.

Online learning will affect student learning outcomes which in turn will have an impact on self-efficacy. According to (Zhou et al., 2021) During this pandemic period there are many problems that arise regarding self-efficacy and mental health, the more severe this situation affects the individual, the lower the self-efficacy possessed by the individual and ultimately affects the individual's mental health. In addition, based on the findings (Ritchie et al., 2020) there has been a significant decrease in self-efficacy since before the pandemic until now based on individual thinking whether they can still achieve their goals/purpose in the Covid-19 condition. With the findings as above, the opening of restrictions and the start of in person learning such as in Surabaya can be affected as shown in the research (Widya, 2022) shows that during the implementation of distance learning, the average student self-efficacy become stagnant.

During the lockdown/PPKM (*Pemberlakuan Pembatasan Kegiatan Masyarakat*) and *Pembelajaran Jarak Jauh* (PJJ) conditions, students are often at home with their parents, most schools expect parental assistance in their children's learning at home, even though not all parents can accompany their children to study directly. The family itself as the smallest unit in society, has a role and responsibility in realizing children's rights to grow and develop optimally by meeting children's basic needs, namely *Asah* (stimulus needs), *Asih* (physiological needs), and *Asuh* (emotional needs) (Arok, 2019). In fact, students at SMPN 42 Surabaya have diverse family members and consist not only of the nuclear family, which contain father, mother and children, but there are many students who answer that their family is a big family, along with grandfathers, grandmothers, uncles/aunts who are the younger siblings of their parents. parents and their families as well as step families, there are even students with single parents, about 50% of 7th and 8th grade students who meet the above criteria is based on data obtained from the school counselor notes.

The family environment can affect many things for children, namely learning, academic self-efficacy, confidence and ability to complete tasks. One of the influential parts in the family environment, namely parenting style as in this study (Mudjiati, 2018) which states that parenting has a very high relationship with learning outcomes, in line with research from (Karnangsyah, 2017) where children's learning outcomes are influenced by parental treatment, children with democratic parenting tend to have better learning outcomes than children whose parents have uninvolved parenting, also reinforced by the statement (Pangestuti & Rizki, 2017) that parenting style which contains warm, level of hope, control and communication have more influence to studying motivation significantly.

Environment (Daley & Kent, 2013) "environment can be considered as "space" or "area" where relationship network, interconnection and interaction between entity happens. Environment (Dictionary.cambridge.org, 2021) also can be told as living or working conditions and how they affect how individuals feel or how effectively they can work. Family can be defined by the whole house, mother, father and their children, also unit of relatives in basic society.

According to Duval (1972) on (Ali & SKM, 2010) Family is a group of people who have been linked by marriage, and birth, with the aim of maintaining culture and increasing emotional, physical, and psychological development that can be characterized by the existence of individual dependence and relationships to achieve these goals.

Then according to Bailon and Maglaya in (Ali & SKM, 2010) The family is two or more individuals who are related to each other due to marriage ties and blood relations in one house, each of which has a role in maintaining culture.

Family environment is an environment that is responsible for the behavior of personality formation, affection, attention, guidance, health and home atmosphere.

So that the family environment is a living condition where there is a relationship, interconnection and interaction of two or more people who are connected through marriage and blood relations who are in one house, namely the father, mother and children and relatives who are then responsible for the behavior, personality, love, care, guidance, health and home atmosphere.

According to (Power, 2013) Research on parenting style that is still very relevant is owned by Baumrind (1967) which is reinforced by Maccoby and Martin (1983) which states that parenting consists of 4 styles, which is authoritarian, democratic, permissive and uninvolved. In this study, we will focus more on 3 parenting styles, authoritarian, democratic, and permissive.

The 3 parenting styles above produce children's different personalities. Authoritarian parenting tends to produce emotional children, democratic parenting produces energetic and friendly children, while permissive parenting produces children who are impulsive and aggressive in acting.

Grit or in Indonesian terms *ketekunan* Cannot be separated from the decline in self-efficacy and more times than not, goes hand in hand with it, the stronger the grit / perseverance you have, the more self-efficacy you have, in this case quoting (Alhadabi & Karpinski, 2020) where grit in this case the grit dimension has a positive relationship with student self-efficacy, which is hypothesized to affect goal orientation and academic performance, plus research from (Reysen et al., 2019) where grit, although not much, has a significant effect on academic achievement, in both studies it is unfortunate that the research is still about undergraduate/graduate students and grades or decisions to leave university.

Grit or perseverance is defined by Duckworth (2007) as human behavior that is full of enthusiasm and perseverance in achieving long-term targets despite experiencing difficulties. Individuals are also able to persist in maintaining interest in achieving the intended target despite experiencing failure, difficulties, and / or lack of support from those around them (Arslan et al., 2013). Besides that, (A. Duckworth, 2016) emphasizes that talent is not the main reason why someone can be successful but hard work and will is the more important factor.

In their book Duckworth also states that grit has 2 components, namely, passion and persistence, passion is described as the desire to try hard and easily rise from failure, while persistence is described as the ability to stay focused and consistent on the main goal.

Self-efficacy theory (Bandura et al., 1999) relates to the role of personal cognitive factors in the reciprocal triadic model of social cognitive theory developed by Bandura both of the effects of cognition on influence and behavior and the effects of behavior, influences, and environmental events on cognition. Self-efficacy theory states that all processes of psychological and behavioral change operate through changing feelings of personal mastery or individual self-efficacy.

Self-efficacy originally defined as a specific type of expectation related to a person's belief in his or her own ability to perform a particular behavior or set of behaviors required to produce a result. (Maddux, 2013). Then this understanding develops into a person's belief about their ability to have control over events that affect their life, with this belief they can mobilize the motivation, cognitive resources and actions needed to exercise that control, and this behavior is not focused on the skills that can be used. but what can be done with the skills he has.

Self-efficacy (Lunenborg, 2011) also means the individual's belief in facing and solving problems encountered in different situations, helping individuals overcome obstacles and achieve their expectations can also determine actions to overcome these problems. Academic self-efficacy is more inclined to the belief that individuals can successfully do something related to academic tasks at a certain level, according to Eccles & Wigfield (2002) in (Nasa, 2014) There are two forms of expectations, namely outcome expectations where individuals believe that by doing something there will be results and efficacy expectations where individuals believe that there will be results but it is not known whether the behavior/action can be done or not, and expectations of academic efficacy are students' beliefs in their abilities. Self-efficacy also has 4 sources that influence it, namely experience both actual and represented (mastery and vicarious experience), verbal persuasion and physiological states. Academic self-efficacy is also closely related to learning outcomes and toughness. Many previous studies have used sources of self-efficacy to compare whether individuals who experience actual experiences and individuals who feel represented have different toughness and learning outcomes. (Cassidy, 2015; Yokoyama, 2019)

So that academic self-efficacy is a process of psychological and behavioral change that is influenced by actual or represented experience, verbal persuasion and physiological cues so that individuals have confidence in their abilities to deal with problems in academic/learning situations and tasks in order to achieve results and goals which are desired.

This study aims to answer the hypothesis (H1) there is a significant influence between family environment and academic self-efficacy of junior high school students, (H2) is there a significant influence between perseverance and academic self-efficacy of junior high school students and (H3) is there a significant effect between family environment and persistence on the academic self-efficacy of junior high school students simultaneously. The benefit of this research for school counselor is that it can be used as support system such

as implementing parenting to students' parents to find out the right parenting styles, besides that it is used to support the implementation of guidance and counseling services, especially classical services.

Method

The approach that will be used in this research is a quantitative approach using an ex post facto correlational descriptive method, ex post facto research design (Salkind, 2010) is research that does not manipulate a fact. Ex post facto is done by observing and checking facts that occur naturally. The researcher takes the dependent variable (fact or effect) and examines it retrospectively to identify possible causes and the relationship between the dependent variable and one or more independent variables. There are 2 independent variables denoted by X, namely family environment (X1) and persistence (X2), the dependent variable is denoted by Y, namely self-efficacy (Y). The population of 7th and 8th grade students of SMPN 42 Surabaya who have participated in face-to-face learning and the sample is determined by simple random sampling (Gulo, 2002) where each element in the population has an equal chance of being selected with a sample of 106 students from grades 7 and 8 of SMPN 42.

The data collection technique used a questionnaire that had been compiled in the form of a family environment questionnaire, a student persistence questionnaire and a self-efficacy questionnaire. Family environment questionnaire based on Baumrind's theory of parenting which divides the types of parenting into 4, but in this study only 3 parenting patterns will be used as indicators, namely authoritarian parenting, democratic parenting and permissive parenting. Quoting the work of (Parke, 2008) explain the 3 parenting styles that will be used in this study

Authoritarian parenting is a parenting style in which parents use harsh, less responsive and rigid methods, and use parental power to control what their children do. In this parenting style, children have almost no control over their lives and very rarely get appreciation from their parents.

On the other hand, democratic parenting is a parenting style in which parents behave warmly, are responsive and involve their children in various opportunities, and provide reasonable rules for their children. This parenting style really involves children through communication, still fulfilling and listening to the needs and desires of children and children are required to have mature enough behavior to understand the parents' intentions.

Lastly, permissive parenting is a parenting style where parents give a lot of love to their children, often too relaxed and inconsistent in disciplining children but freeing children to express themselves and behave as they wish.

For the grit questionnaire 4 dimensions of persistence which originated from Duckworth's theory and was adapted and translated from a multi-dimensional scale of grit questionnaire. according to research by (Datu et al., 2016; Singh & Chukkali, 2021) There are 4 dimensions in persistence, i.e.:

1. Ability to adapt to situations, the ability of individuals to adapt effectively to a fast pace changing situations.
2. Persistence, the individual's ability to have strength and reflect the determination to achieve goals through consistent efforts made during difficult times
3. Initiative spirit, showing the ability to accept all situations with positive energy and initiate resourceful action
4. Persistence, showing unwavering focus on the path to goal attainment

Finally, a self-efficacy questionnaire that uses Bandura's theory of 3 dimensions of self-efficacy. namely the level dimension (level), the strength dimension (strength) and the generality dimension (generality). The following are the three dimensions according to Bandura (Bandura et al., 1999).

First, the level dimension (level). This dimension relates to how difficult the task is when the individual feels capable of completing it. If the individual is faced with tasks that are divided according to the level of difficulty, then the individual's effectiveness may be limited to tasks that are easy, medium, or even more difficult, depending on the limits of his ability to meet the behavioral requirements at each level. Simply put, this dimension refers to how difficult a task the individual believes can be accomplished and which is actually accomplished.

Second, the dimension of strength (strength). This dimension relates to the level of personal strength, belief or expectation regarding an individual's abilities. Low expectations are easily influenced by unsupported experiences. On the other hand, steady hope keeps individuals from continuing to survive with the efforts that have been made. This dimension is a person's belief in maintaining a certain behavior.

Finally, there is the dimension of generalization (generality). This dimension relates to areas of behavior in which individuals are confident in their abilities. The generalization dimension is the understanding that individual self-efficacy is not limited to specific situations or certain situations, but this aspect also discusses general situations.

The validity test was carried out using Kolmogorov Smirnov which compared the results of r_{count} with r_{table} , where in table r with N totaling 106 then $r_{table} = 0,1909$ in the family environment questionnaire, the statements in the questionnaire amounted to 13 after the validity test 2 statements were declared invalid because the value is smaller than r_{table} so that makes the remaining 11 valid items. In the persistence questionnaire which amounted to 10 after the validity test was carried out, all statements were declared valid. In the self-efficacy questionnaire, there are 16 statements, after the validity test 1 statement is declared invalid because it has a lower value than r_{table} so that the remaining 15 items are valid. The reliability test was carried out using Cronbach's Alpha, based on (Anastasi & Urbina, 1997) reliability can be seen based on table r , if the alpha value $>$ from table r , then the classical assumption test is carried out in the form of normality test, heteroscedasticity test and multicollinearity test. All analyzes were carried out using SPSS 26.0 for Windows.

Results and Discussion

Before looking at the results of the data analysis, it must be known in advance what kind of analytical method to be used, uses the classical assumption test, the normality test using the Kolmogorov Smirnov gets a significance value of 0.200 which is greater than 0.05. It is concluded that the data that has been collected is normally distributed. Then for the heteroscedasticity test using Spearman, the results obtained significance for the family environment variable (X1) 0.968 for authoritarian parenting (X1a), 0.466 for democratic parenting (X1b) and 0.640 for permissive parenting (X1c) and persistence variable (X2) 0.714 which greater than the 0.05 significance so that there is no symptom of heteroscedasticity in the data that has been collected. And finally, the multicollinearity test using the Variance Inflation Factor (VIF) method which looks at the VIF value, when the VIF shows value greater than 10 indicating that the data have multicollinearity symptom, results of VIF for the two independent samples are 1,200 (X1a), 1.409 (X1b), 1.355(X1c) and 1.269 (X2) which is smaller than 10 therefor the data don't have multicollinearity symptom.

After seeing the classical assumption test where the data are normal, not heteroscedastic and not multicollinear, it is concluded that parametric statistics can be used for data analysis. Data analysis was carried out using a correlation coefficient which here will see whether there is a relationship between the three variables while simple linear regression will see whether there is a significant influence between family environment on self-efficacy and see if there is a significant effect between grit on self-efficacy, in addition to it uses multiple linear regression to see if there is a significant effect between family environment and grit on self-efficacy simultaneously.

Table 1. Multiple Linear Regression Analysis: T Test and Beta

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error			
1 (Constant)	3.354	4.118		.814	.417
Authoritarian	.576	.252	.141	2.290	.024
Democratic	-.114	.234	-.032	-.486	.628
Permissive	.026	.396	.004	.064	.949
Grit	1.247	.101	.780	12.361	.000

Multiple Linear Regression Analysis: T Test and Beta (Nurul Zalfa, 2022)

Referring to table 1 where there is a simple linear regression analysis in this study with the formula $Y = 3.354 + 0.882 X_1 + 0.101 X_2$, the regression equation here means that the constant on self-efficacy will remain at 3.354 even though there is no influence from the family environment (X_{1a} , X_{1b} , X_{1c}) and grit (X_2). Then the family environment variable (X_1) has a positive effect on the self-efficacy variable (Y) with a coefficient value of 0.882 which means that if the family environment variable (X_1) increases with the assumption that the persistence variable (X_2) does not change then the self-efficacy variable (Y) will increase by 0.882. Finally, the persistence variable (X_2) has a positive effect on the self-efficacy variable (Y) with a coefficient value of 0.101.

Table 2. Multiple Linear Regression Analysis: R Square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,826a	,683	,670	4.98329

Multiple Linear Regression Analysis: R Square (Nurul Zalfa, 2022)

Based on table 2 for the analysis of the correlation coefficient (R) of 0.826, which is between 0.80 and 1.00 and in accordance with the provisions according to (Sugiyono, 2013) it can be concluded that the variable (X) has a very strong relationship level to the variable (Y). The coefficient of determination of the R square test results is 0.670 and it can be concluded that the variable (X) has a contribution to the variable (Y) as much as 67%, while for the other 33% is influenced by other factors not explained in this study.

The direct influence can also be seen by referring to table 1 looking at the beta column where the family environment (X_1) is separated into 3 parenting patterns, authoritarian parenting (X_{1a}) has a positive direct influence on self-efficacy (Y) of 14.1% democratic parenting (X_{1b}) has a negative direct effect on self-efficacy (Y) of 3.2% and permissive parenting has a positive direct effect on self-efficacy (Y) of 0.4% while persistence (X_2) has a positive effect to self-efficacy by 78%.

Table 3. Multiple Linear Regression Analysis: F Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5401,403	4	1350,351	54,377	,000b
	Residual	2508,151	101	24,833		
	Total	7909.554	105			

Multiple Linear Regression Analysis: F Test (Nurul Zalfa, 2022)

Hypothesis testing was carried out by looking at the t test and F test, hypothesis testing with t test was carried out to see whether there was a significant effect between family environment (X_1) and self-efficacy (Y) and whether there was a significant effect between grit (X_2) and self-efficacy (Y). Meanwhile, hypothesis testing using the F test was conducted to see if there was a significant effect between family environment (X_1) and grit (X_2) on self-efficacy (Y) simultaneously. The significance value in the results of the analysis is a way to see whether the results of the analysis are significant or not, a significance value < 0.05 is a sign that the results of the analysis can be seen as significant.

The partial t test in table 2 states that the significance value of the family environment variable (X_1) is authoritarian parenting (X_{1a}) of 0.024 which is smaller than 0.05 so that it is declared significant, democratic parenting (X_{1b}) of 0.628 which is greater than 0.05 so that it is declared not significant, and permissive parenting (X_{1c}) is 0.949 which is greater than 0.05 so that it is declared insignificant for the persistence variable (X_2) is 0.000 which is smaller than 0.05 and is declared significant. Then to see how much effect, t count is compared with t table, the value of t table is obtained from the calculation $df = Nk$ (number of respondents - total variables) $df = 106 - 4 = 102$, then obtained t table 1,983, Thus, it can be seen that the family environment variable (X_1) specifically authoritarian parenting (X_{1a}) t count $>$ t table ($2.290 > 1.659$) indicates that there is a significant effect between authoritarian parenting (X_{1a}) on self-efficacy (Y), and then democratic parenting (X_{1b}) t count $<$ t table ($-0.486 > 1.659$) showed no significant effect, permissive parenting (X_{1c}) t count $<$ t table ($0.064 < 1.659$) showed no significant effect while for the variable persistence (X_2) t arithmetic $>$ t table ($12.361 > 1.659$) which indicates that there is a significant effect. 659) showed no significant effect, permissive parenting (X_{1c}) t count $<$ t table ($0.064 < 1.659$) showed no significant effect while for persistence variable (X_2) t count $>$ t table ($12.361 > 1.659$) which showed that there is a significant effect. 659) showed no significant effect, permissive parenting (X_{1c}) t count $<$ t table ($0.064 < 1.659$) showed

no significant effect while for persistence variable (X2) t count $>$ t table ($12.361 > 1.659$) which showed that there is a significant effect.

For the F test as contained in table 3 with a significance value of $0.000 < 0.05$, it shows that the results of data analysis are significant, to see how much influence the family environment (X1) and persistence (X2) have on self-efficacy, a comparison between F count and F table is used. , the value of F table is obtained from looking at df_1 and df_2 , $df_1 = k-1$ (variable - 1) and $df_2 = Nk$ (number of respondents - total variables) get the results $df_1 = 2$ and $df_2 = 103$, so the results are F table 3, 08, then look at F count $>$ F table, which is $54.377 > 3.08$, indicating that there is a significant effect between family environment (X1) and persistence (X2) on academic self-efficacy (Y) simultaneously

Academic self-efficacy is a person's belief in his abilities in the academic field, in this study we looks at how students trust their ability to return to offline and face-to-face meetings, besides that academic efficacy is also monitored through learning outcomes and student resilience. Academic self-efficacy is influenced by many things and one of them is the family environment and grit.

The results of data analysis indicate that there are hypotheses in this study that are accepted and rejected. The family environment hypothesis, in this case specific to parenting patterns, shows that only one of the three parenting styles has a significant influence on self-efficacy, namely authoritarian parenting while the other two indicate that there is no significant effect, which means only the authoritarian model has a positive influence to self-efficacy. This is different from previous research(Rohmatun, 2018) where authoritarian parenting has a negative relationship to student self-efficacy, the more children do not like authoritarian parents, the lower their self-efficacy.

Parenting style is related to the relationship between children and parents where the use of certain parenting style will affect the development of children. Hart (2003) in (Santrock, 2014)states that children with authoritarian parents tend to be unhappy, timid, anxious when comparing themselves with others, have difficulty starting activities, boys are more likely to act aggressively because their parents educate with authoritarian patterns compared to permissive parenting where children thrive. become individuals who show less respect for others and have difficulty establishing relationships with peers. This is different from democratic parenting where children are educated to behave according to their age and will develop into success-oriented individuals, have good relationships with friends and deal with stress easily. However, there are several aspects of the authoritarian pattern that actually give positive results to children. with the right context, such as Asian ethnic parents who educate their children in a traditional way and are often considered authoritarian as well as Latino ethnic parents who encourage children to find their identity by remaining obedient to their elders. This explanation is in accordance with the results of the study where the influence given by parents with authoritarian parenting has a significant effect on self-efficacy by 14.1% who answered that there was a significant influence between the family environment on academic self-efficacy by focusing on one form of from the family environment, namely authoritarian parenting.

Parenting style, especially in a complete family with father, mother and children, has a very positive influence on self-efficacy (Koçak et al., 2021; Schunk & Pajares, 2002)even though with the magnitude of this influence the child himself if there is no desire to find out and explore then parental support through a good family environment will just disappear, with democratic parenting too, parents can provide a lot of support by responding to the child's wishes, providing material for learning and playing, providing many direct experiences to children and supporting children to get vicarious experiences through peers.

Grit is a skill that is acquired and developed over time, with increasing age and experience, grit will be higher (AL Duckworth et al., 2007). The results of the study stated that grit had a very high influence on self-efficacy as seen by the results of statistical tests which showed that grit had an effect as much as 78% thus answering the hypothesis that there was an influence between grit on academic self-efficacy of junior high school students.

Grit also greatly affects learning outcomes and the ability to adapt, especially in choosing majors and careers for the future (Wibowo et al., 2020)in increasing students' confidence in their abilities so as to increase student self-efficacy. However, grit does not always have a good effect according to one study (Miller, 2017) states that grit often affects the mindset of individuals, for example the higher the level of grit and having more success, the individual will be more determined to achieve achievements, in contrast to individuals who already have high grit but continue to be faced with failure, it can affect individual mental health. Grit can be increased by means of collaboration between teachers and parents at school, so the efforts made by

teachers to increase perseverance through various activities according to (Bashant, 2014) using games, using teaching methods that are full of wisdom and letting students solve their own problems so that students realize the struggle and the sweet fruit of struggle in the form of success.

Self-efficacy Academics are also very influential on student achievement at school, helping students have good interpersonal communication (Yulikha et al., 2019) coupled with the pandemic conditions, many students feel that their self-efficacy is not developing, because the sources of efficacy are rarely obtained by students, direct and indirect experiences that are usually seen from peers are reduced, with a lot of time spent at home, parents have plays an important role in children's self-efficacy. As the results of the research above, where family environment and perseverance affect academic self-efficacy simultaneously with an effect of 54,377 the results of the study answer the hypothesis that there is a significant influence between family environment and persistence on academic self-efficacy of junior high school students. That way parents and teachers can improve student self-efficacy, (Nasa, 2014) includes, setting goals together with students, implementing strategy training, doing modeling to give examples to students and giving feedback to students. Parents can also contribute by setting good examples for their children, and providing input in the form of children's needs and desires.

With this, school counselors have an important role in schools to educate parents and children to help children find hobbies to study hard and achieve academic achievement. This can be prepared in the training and education of prospective counselors, where prospective counselors need to know various ways to motivate students to learn as well as effective communication so that they can collaborate with parents and subject teachers, especially during the pandemic (Purwaningsih, 2021) where meetings between teachers and students still limited while with parents at home not necessarily in restrictions, with cooperation between school and family members as well as qualified abilities it is hoped that prospective counselors have high confidence to help students succeed in academics.

Conclusion

The results of the study using the ex post facto method showed that family environment and grit could affect the academic self-efficacy of junior high school students. So that a good family environment in this case parenting will affect the child's self-efficacy, in this study authoritarian parenting is the parenting pattern that has the most positive influence on self-efficacy. Then to improve academic self-efficacy, parents and teachers must collaborate to create a family and school environment that supports children to develop well.

For this study, there are many limitations, a lack of statements in the questionnaire, and not well-distributed gender and class for further identification. So that in future research, researchers can further sort out gender and class to fully identify how much influence the family environment and grit have on female and male students and also between higher and lower classes.

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