

The Relationship Between Self Efficacy and Mother's Experience in Assisting Adolescents Using Gadgets

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ABSTRACT

Mother is the closest person to teenagers. In addition to caring, mothers also have the ability to supervise and assist teenagers in using gadgets. Self-efficacy is important in conducting supervision because it is a part of the cognitive competence. The aim of this study is knowing the relationship between self-efficacy and mother's experience in assisting adolescents using gadgets. The research method uses quantitative research with 345 teenager mothers in public junior high schools in Denpasar. The result of the study is the most of the informants' mothers still had bad experiences, that is about 243 people (70.4%). The variables that have a significant effect on the dependent variable. DIII education increases the chance of 27 times (AOR=27.54) the level of mother's efficacy in medium compared to other education. The results show that in general, most mothers still have low efficacy in terms of assisting early teenagers who use gadgets before intervention. There is a significant positive relationship between mother's experience and mother's self-efficacy in assisting early teens who use gadgets. The suggestions that can be conveyed is mothers are expected to be able to provide an assistance to their children in the use of gadgets.

Keywords: self efficacy; mother experience; gadget

INTRODUCTION

The development of an increasingly rapid era makes human life easier in doing everything, both in the field of information, education and social. The shift in people's lifestyles in line with technological advances causes the demand for practical communication media to also increase. (A Rahmawati et al., 2018), states that the era of globalization in the field of telecommunications and transportation is marked by the very fast growth of communication media. Digital technology continues to influence family life today, both parents and early teens become users of digital media in various forms, as well as many have functions that are growing, so this technology is often called populist technology (Makawi, 2016) and the internet (L. Fatmawati, 2019). Digital technology that exists in electronic devices introduces various interesting applications or features that can make it easier for early teens to communicate and exchange information (Ningrum, 2017). Digital communication technology in the form of a device is the most unique and interesting phenomenon in its use, because the device is easy to carry, regardless of age and class.

Users of the digital era as currently are dominated by users of the digital teenager category, where the characteristics of digital teenagers are very closely related to gadgets in their daily lives. The results of a survey by Yahoo and Taylor Nelson Sofres (TNS) Indonesia show that the largest smartphone users in Indonesia are those aged between 13-19 years, and about 53% of these 13-19-year-olds actually use a smartphone to access the internet without parental supervision. so that teenagers have the freedom to access the internet (Claretta & Arianto, 2018). The gadgets in this study put more emphasis on smartphones and tablets. Data from a 2014 survey in the United States shows that smartphone ownership in the 13-to-15-year age group has increased from 35% to 55%, and tablet ownership has doubled from 18% to 37% (Teens' Time Spent Online, 2014). In Indonesia, the devices used to access the internet in cities are 48.19% using smartphones, and the highest penetration of internet users using devices is at the age of 13-18 years, namely 75.50% (APJII, 2017). According to (Pertiwi et al., 2018), it shows that most of the respondents, namely 41.76% of teenagers aged 13-15 years at Cahaya Surabaya Junior High School, are addicted to excessive gadget play, thus affecting their learning achievement. In Bali Province, almost 85% of device users to access the internet are in

Denpasar (54.2%), Badung (15.7%) and Tabanan (7.1%) (Here are 10 Facts about Internet Use in Bali, 2012). Adolescents are very vulnerable to experiencing the negative impacts of excessive use of gadgets because exposure to screens can induce the release of the hormone dopamine which plays an important role in the formation of dependence or addiction (Tafiyah et al., 2021).

During the period of adolescent development, parents who are in the closest environment play an important role in providing supervision and management of free time (Nurfadhilah, 2015). Turnbull's research (2012), found that adolescents have a preference for talking to their parents, but it is often found that parents object to discussing with adolescents because they feel uncomfortable and embarrassed to discuss adolescent development (Turnbull, 2012). Adams (2008), shows that about 50% of adolescents experience behavioral problems as a result of a lack of communication with their parents (Adams, 2008). Some teenagers argue that mothers still have not mastered the use of gadgets well, so teenagers find it difficult to discuss the applications they have downloaded (Septiani, 2019). One of the activities of using gadgets for teenagers, especially early teens without parental supervision, is playing games both online and offline (Subu, 2019). Lack of communication between parents and adolescents is one of the main factors causing adolescents to seek replacement attention and information through online devices (Setiono et al., 2017).

The increasing use of gadgets among teenagers, especially associated with social media and playing games, and considering that early adolescence at the age of 13-15 years is a transitional age and the beginning of puberty, it requires direction and supervision from the parents, especially mothers in assisting adolescents in use of devices (Desiningrum, 2017). Based on a preliminary study conducted by researchers at two public junior high schools in Denpasar City, 69.6% of students said that they had never been accompanied by their mothers when using devices both online and offline at home. Around 91.6% of students stated that mothers are the chattiest and easily angry when they see teenagers using gadgets at home. Previous research showed that 41% of mothers did not know the activities carried out and applications accessed by adolescents on the internet (Candrasari, 2014).

Supervision of adolescents who use devices both offline and online will be more effective if they involve mothers (Lauricella, A.R, Wartella, E, and Rideout, 2015). Martiani (2016), shows that so far the communication between mothers and adolescents has not been well established, it can be seen from the lack of trust of adolescents in mothers and adolescents' dissatisfaction with the way mothers supervise adolescents who use gadgets (Martiani, 2016). Even according to Lestari (2012), mothers tend to wait for questions rather than being proactive in conveying information to adolescents (Lestari, 2012). This is inversely proportional to the adolescent's need for information about the surrounding environment and personal life from the closest people and people who are considered important, namely the mother (Martiani, 2016).

The method of assisting adolescents in using gadgets is the effort of a mother to accompany her teenager using a device with orientation to involvement, screening and monitoring, interacting with adolescents through gadgets in the form of sending short messages to use devices correctly (Wong & Lee, 2017), early adolescent care that attentiveness through attentive listening such as mindful attitude (Lippold et al., 2015), warmth from the mother in the form of controlled behavior and the provision of autonomy (Pinquart, 2017), authoritative parenting (Shah et al., 2016), support, psychological control, proactive, controlled punishment and harsh punishment (Janssens et al., 2015), attention process, awareness, non-reactivity, and non-judgment (Duncan et al., 2015). In addition to communication, family education patterns and the role of mothers in the development of cyberspace, in assisting adolescents in using gadgets online are very necessary (Anik Rahmawati et al., 2018), to prevent teenagers from accessing negative content when using gadgets online (E. Fatmawati, 2017). However, the majority of mothers stated that they did not feel able to accompany their teenagers using gadgets because of limited knowledge about gadgets (Desiningrum, 2017). This is because mothers do not master information and communication technology (Claretta & Arianto, 2018). Based on this, a mother should get a lot of knowledge about mentoring teenagers who use gadgets, this thinking is what drives the selection of the target audience for adolescent mentoring research, namely mothers.

A person's motivation to behave is influenced by self-esteem and self-efficacy, where these two factors have a significant relationship with a person's motivation in making decisions (Kusuma, 2017). Self-efficacy is an individual's belief in his ability to organize and perform a series of necessary actions and overcome all difficulties in running the program (Agustina, 2007). Parenting self-efficacy is a parent's assessment of their competence in parenting or parents' perceptions of their early teens' ability to positively influence their early teens' behavior and development. Self-efficacy is important in mentoring because it is one part of the cognitive aspect of mentoring competence, so it has a direct impact on the behavior shown by mothers when accompanying adolescents (Delft, 2012). The factors that influence mother's assistance to adolescents are education, work, economy and self-efficacy (Doepke & Zilibotti, 2017).

Based on the explanation above, Denpasar City is still very limited in having data related to the use of gadgets in adolescents, the health impacts caused, maternal self-efficacy and mother's experience in assisting adolescents using

gadgets, so the researchers conducted this study with the aim of knowing the relationship between self-efficacy and experience. mother accompanying teenager using smartphone.

METHOD

The research design used is quantitative. This research was conducted at SMPN 3, 6, 7, 8, and 9 Denpasar. The location of the State Junior High School was selected based on the results of randomization through a lottery. The population of this study was 39,391 junior high school students in Denpasar City, while the affordable population were 4,176 public junior high school students in Denpasar City. Based on the calculation results, the sample size (n) for the study was 339 students. Anticipating the possibility of dropout, lost to follow-up, or sample disobedience during the study, correction of the study sample size with an estimated dropout of 10% needs to be done. Therefore, the research sample used was 345 people. Samples were taken randomly by means of class lottery. Inclusion criteria of the study sample on mothers: Mothers who have participated in the FGD in phase I, Mothers who have less experience and efficacy, and Mothers who are willing to become research informants by signing informed consent. Maternal exclusion criteria: Mother is not cooperative, Mothers who in phase I have accompanied teenagers well, Mother was not present during the research. Drop out criteria: Did not meet the study procedure.

The researcher used an instrument in the form of a questionnaire with closed questions. Measurement of self-efficacy was carried out using a scale that was developed based on aspects of self-efficacy from Albert Bandura in 1995. The researcher also gave a questionnaire about mothers' experiences in assisting adolescents. The researcher cites the questionnaire used by Supriyono (2020) which has been adapted to the needs of the researcher. The results of the test of the behavioral variable in the use of gadgets are known that each question item has a value above 0.5. Meanwhile, the minimum standard of measuring instruments is said to be valid if the value is > 0.30 (Darmawan, 2013), so that each item of the measuring instrument used by the author has met validity. The statistical test used to prove the relationship is simple logistic regression/ Chi-Square/Fisher; S Exact because the independent and dependent variables are categorical.

RESULT

Characteristics of Informants

To see the mother's self-efficacy, the researcher first assessed other factors of the mother such as the mother's characteristics, namely mother's age, education, and occupation. In the questionnaire, education and occupation are grouped into SMA, D3, and S1, while the work of mothers is grouped into not working and working. Before looking for the frequency distribution of maternal characteristics, the researcher calculated the mean, median, and standard deviation for the age categories, namely the mean of the informant's mother's age was 40.6, the standard deviation was 4.68, the lowest age was 36 years, and the highest age was 52 years. Regarding education and work, researchers have grouped the answer choices on the questionnaire, as shown in the table 1.

Table 1 shows that most of the informants were mothers at the age of 36-39 years, namely 196 people (56.8%), most of the informants' jobs worked outside the home, namely 339 people (98.3%), and the largest informant's education was S1 as many as 301 people. (87.2%). Most of the mothers still had low efficacy, namely 224 people (64.9%), moderate efficacy 70 people (20.3%), and high efficacy 51 people (14.8%). Most of the informants' mothers still had bad experiences, namely 243 people (70.4%), where the maximum value of the informant was 11, and the minimum value of the informant was 7.

Table 1. Characteristics of Informants

Variables	Frequency	Percentage
Age		
36-39 years old	196	56.8
40-44 years old	79	22.9
45-52 years old	70	20.3
Education		
Senior High School	6	1.7
Diploma	38	11.0
Bachelor	301	87.2
Work status		
Doesn't work	6	1.7
Work	339	98.3
Self-Efficacy		
Low	224	64.9
Medium	70	20.3
High	51	14.8
Mother's Experiences		
Good	102	29.6
Less	243	70.4
Total	345	100.0

Relationship of Self-Efficacy with Mother's Experience

Bivariate test with chi square/fisher's exact test on maternal informants was conducted to determine the relationship between self-efficacy and mother's experience in assisting adolescents. These results are shown as the following table.

Table 2. Relationship of Self-Efficacy with Mother's Experience

Mother's Experience	Self-Efficacy			p-value	AOR
	Low (%)	Medium (%)	High (%)		
Good	91 (89.2)	11 (10.8)	0 (0.0)	0.000 ^a	27.54
Less	133 (54.7)	59 (24.3)	51 (21.0)		

Note: ^aChi Square, ^bFisher's Exact

The table above shows that there is a significant relationship between self-efficacy and mother's experience in assisting adolescents using gadgets, with a p-value of 0.000 and an AOR of 27.54.

DISCUSSION

The results showed that in general, most of the mothers still had low efficacy, namely 64.9%. Based on the results of the bivariate test using the chi-square/fisher's exact test, the incidence of low maternal self-efficacy was associated with maternal self-efficacy based on age, education, and occupation, where mothers who had low efficacy were aged 36-39 years, had undergraduate education, mothers did not work, and bad experience.

According to (Bandura, 1997), self-efficacy is influenced by age, education, direct experience, which is the result of experience doing something, and indirect experience, which is the result of observing other people's experiences. (Ashfyah, 2018) shows that mothers who do not work have self-efficacy, because they feel insecure, feel incapable, and feel less valuable than working mothers. They also feel out of date with the times. Previous research stated that productive age 25-44 years and not having a permanent job tend to experience psychological distress and high anxiety, so that it affects a person's self-efficacy (Tarigan, 2014). So, maternal informants with a productive age, education, job, and experience that are not good in this study have low self-efficacy. Although most of the mother's informants had bachelor's degrees, mothers who did not work showed low self-efficacy because they felt insecure, and even felt that they could not keep up with the times like other working mothers.

Based on the results of the analysis, there is a relationship between mother's self-efficacy and mother's experience in assisting adolescents who use gadgets. There are differences in the results of the mother's experience

based on the mother's self-efficacy, where the experience is not good with the mother having low self-efficacy (54.7%) and there is a relationship between experience and mother's self-efficacy ($p < 0.05$).

The results of this study are in accordance with the theory of (Bandura, 1997) regarding the dimensions of self-efficacy which are divided into three namely generality, magnitude and strength. Generality means the extent to which individuals believe in their abilities in various situations and tasks. In this dimension, individuals will show their abilities through behavior, cognitive, and affective. Magnitude is related to the degree of difficulty of the work faced, where a person's acceptance and belief in a task is different. Strength is the strength of one's belief about one's abilities, where someone who has strong belief and stability in his ability to do the task will continue to persist in his business despite many difficulties and challenges. (N. I. Fatmawati, 2019) state that mother's experience is an important factor in increasing mother's confidence during the process of mentoring early adolescents who carry out online activities. So, efficacy and experience are interrelated because if the efficacy of a good mother will certainly be able to provide good experience in mentoring early teens and vice versa.

CONCLUSION

Mother's self-efficacy is mostly low. Mother's experience is mostly less. The variables that have a significant effect on the dependent variable, which is the medium level of efficacy are mother's age and education. DIII Education increases the chance of 27 times ($AOR = 27,54$) the level of mother's efficacy in medium compared to other education.

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