Online TOPSE:
Measuring Parental Self-Efficacy in Indonesia

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ABSTRACT

The study's objective was to adapt and evaluate the tool to measure parenting self-efficacy in a way that was acceptable for Indonesia's unique cyberparenting context, taking into account local customs and the growing use of digital platforms in families. A total of 202 parents were gathered as study participants, and the TOPSE was meticulously adjusted to suit the Indonesian context. The results showed a four-factor scale structure consistent with Indonesian culture. The equipment's remarkable durability emphasizes the correctness of the procedure. This study is noteworthy for its creative approach to creating a personalized assessment tool and for emphasizing the urgent need for contextualized understanding of parental self-efficacy in the digital era. This is a significant improvement in the use and integration of psychological research to improve child development and parental involvement in online learning environments, according to professionals and parents alike. It also sets a new standard for research-based, culturally aware online parenting tools.

KEYWORDS

Parenting, Reliability, Scale Adaptation, Self-Efficacy, TOPSE, Validity

INTRODUCTION

A person's perception of their own abilities for motivating them to carry out responsibilities properly is referred to as self-efficacy (Risnawati et al., 2021; Wardani et al., 2021; Wardani & Noviyani, 2020). Self-efficacy affects individual performance and well-being (Luthans & Youssef-Morgan, 2017; Wardani et al., 2020). Therefore, increasing self-efficacy can be done with cognitive construction (Jones & Prinz, 2005). A person with a high level of self-efficacy sees challenges as opportunities to be conquered, not as threats (Wardani & Amaliah, 2020; Wardani & Anwar, 2019). They are able to recover more quickly from failure and tend to associate failure with lack of effort. They face challenging situations with the confidence that they can overcome them. These things are related to lower levels of stress and a lower risk of depression (Abramson et al., 1989; Bandura, 1989; Bugental & Shennum, 1984; Bugental & Cortez, 1988; Cutrona & Troutman, 1986). Various research clearly

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shows that people who feel they have no control over stressful experiences will produce anxiety (Bandura, Cioffi, Taylor, Brouillard, 1988; Bandura, Taylor, Williams, Mefford, & Barchas, 1985). Parental self-efficacy (PSE), a derivative of self-efficacy introduced by Albert Bandura, is a parent's belief in their capacity to influence their child and environment to foster the child's development and success (Ardelt & Eccles, 2001; Sansom, 2010). Parenting self-efficacy is closely linked to parents' ability to create a flexible, stimulating, and nurturing environment for their children (Kendall & Bloomfield, 2005). Those with a strong sense of parenting effectiveness are more likely to serve as role models, with their children adjusting their attitudes and beliefs accordingly (Ardelt & Eccles, 2001). PSE is essential for parenting competency and is related to determining competent parenting behaviors and healthy child development (Sevigny & Loutzenhiser, 2010).

Parents with high self-efficacy are more likely to confront the diverse challenges of parenting, feel a sense of accomplishment, and perceive the entire process as significant and valuable (Coleman & Karraker, 2000). Studies have shown that PSE acts as a buffer against parental stress (Raikes & Thompson, 2005) and is positively correlated with improved family functioning and health (Salonen et al., 2009). PSE is also crucial for enhancing parental well-being and satisfaction (Salonen et al., 2009). Parental self-efficacy beliefs are strongly connected to children's self-efficacy and indirectly linked to academic performance (Ardelt & Eccles, 2001). In contrast, low PSE is typically associated with parental depression and controlling behavior (Coleman & Karraker, 2000). Therefore, PSE influences parenting practices. In parenting issues, parents' self-efficacy involves mothers' knowledge and confidence about their ability to influence their children's behavior and the environment in each stage of their child's development and success (Junttila et al., 2007). Based on the description above, it can be seen that the construction of an effective parenting module to increase the self-efficacy of parenting that is suitable for the conditions in Indonesia is a need that can be expected to be urgent.

The Tool to Measure Parenting Self-Efficacy (TOPSE) is a comprehensive research instrument for assessing PSE and evaluating parenting programs in various countries, including the UK, USA, Canada, and Japan. Kendall and Bloomfield (Kendall & Bloomfield, 2005) developed the questionnaire with 82 items across nine sub-scales: Affection and Emotion, Play, Empathy and Understanding, Routines and Goals, Control and Boundaries, Pressures, Acceptance, and Learning and Knowledge. The internal consistencies of the nine sub-scales ranged from .81 to .93 (Sansom, 2010) and .65 to .89 (Bloomfield & Kendall, 2007). Bloomfield & Kendall (2007) conducted a pre-post intervention study in the UK using TOPSE as a measurement instrument, finding that PSE increased after attending the assessment session. It has since been updated to include 48 items across eight sub-scales (Salonen et al., 2009).

In 2013, researchers adapted the questionnaire for Japanese culture, achieving an internal consistency of .94 for the 48-item total scale (Kendall et al., 2013). In Italy, researchers implemented an intervention program based on the questionnaire, finding it effectively increased parental self-confidence and their ability to engage with their children (Panza et al., 2020). Another study in Indonesia reported a successful increase in PSE for working mothers with toddlers using a TOPSE-based intervention program called "Smart Parenting" (Hayati & Febriani, 2019).

Amidst an intensifying pursuit for effective parenting skills in Indonesia, the quest to buttress parental self-efficacy has become ever more pronounced. The new study seems as a timely reaction to the lack of specific instruments to quantify this important factor. This research fills a major vacuum by validating and tailoring the TOPSE scale to the Indonesian setting, giving parents and practitioners a well tested instrument that is tailored to the country's cultural norms. Its psychometric qualities have the potential to improve family relationships and parenting programs in a society where people are interacting with technology more and more. The emphasis this study places on parental self-efficacy fits in well with the larger cyber-psychology narrative and is consistent with the researchers' commitment to comprehending psychological patterns and subtle online behavior. The research findings are expected to shed light on novel approaches to behavior modification and cyber-based learning, both of which are essential components of the contemporary Indonesian family.

METHOD

The study utilized the Indonesian online version of the Tool to Measure Parenting Self-Efficacy (TOPSE) test tool, translated from its original English version (Hayati & Febriani, 2019; Kendall & Bloomfield, 2005). The study used a quantitative methodology with exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) as design. Data analysis was conducted with IBM v. 26.0 and JASP 0.17.2.1 within a cross-sectional survey design. A total of 202 parents with children aged at least two years old were conveniently selected as participants.

Demographic information was collected alongside the TOPSE assessment, designed to evaluate parenting programs across diverse backgrounds by measuring parental self-efficacy. The 48-item, eleven-point Likert scale ranges from 0 (totally disagree) to 10 (completely agree) and is divided into eight subdimensions: emotion and affection, play and enjoyment, empathy and understanding, control, discipline and setting-boundary, pressures, self-acceptance, and learning and knowledge. Cronbach's alpha values ranged from .778 to .904, with a total scale value of 0.914 (Bloomfield & Kendall, 2012). The scale includes positive and negative items, with higher total scores indicating greater parenting self-efficacy.

Widely used in Indonesia for assessing parental self-efficacy, the tool's language sustainability was validated by seven subject-matter experts. Before evaluating construct or criterion validity, face and content validity were established (Shrotryia & Dhanda, 2019). Face validity refers to the initial assessment of whether a tool sufficiently captures the concept it intends to measure and relates to participant perceptions of items (Gravetter & Forzano, 2019). Content validity is subjective, representing the extent to which a measurement accurately reflects a specific content area (Lawshe, 1975). Content validity is the degree to which the test's content and the concept being measured are correlated (American Educational Research Association et al., 2014). A test's phrasing, format, and item display are all considered parts of its content. Content validity of an exam is determined by how well the items measure the construct in relation to the item and the number of items used in attribute assessment should not be excessive; hence, representative items are required in order to measure structures (Roebianto et al., 2023). Constructive reviews for the development of measuring instruments should be given to researchers doing content validation (Rubio et al., 2003). The experts on the panel can offer valuable feedback by evaluating and analyzing the measurement tools' quality and the items' objective criteria. The input is utilized to inform the revision of tests or items, which are then finalized and used for a pilot study. A test's psychometric qualities should therefore be at least passably high before it is applied to broader populations (Roebianto et al., 2023).

Tests with different levels and broad coverage, as well as tests completely new to diagnosis are subject to a defined number of expert panels (American Educational Research Association et al., 2014). A panel of content validation experts should have a minimum of three members (Lynn, 1986). Rubio et al. (Rubio et al., 2003) also recommended that at least three panels consisting of lay and content experts participated in the content evaluation process. Therefore, to meet these criteria six psychologists and one linguist were chosen as subject-matter experts to represent relevant domains. Furthemore, after content validity is carried out internal structure validity or common as construct validity through factor analysis, namely exploratory factor analysis (EFA) and confirmatory factor analysis (CFA).

RESULT

The scale's content validity was confirmed through an inter-judge procedure involving seven subject-matter experts. All TOPSE items had values above 0.82 for V of Aiken (≥ 0.75 for seven raters with five answer choices). The marks of the experts were tested to get the multiplier V for each statement. This V test is compared with Aiken's standard V test. From Aiken's schedule of expert staff V it was found that the standard staff for rating with five ranges of answers, and given by seven experts, was

0.75. Therefore, any statement that has a multiplier V higher than 0.75 is valid. Statements that have a multiplication of V lower than 0.75 are considered invalid. The content-validity coefficient, calculated using Microsoft Excel, was based on the assessment results of the expert panel. The results of content validity testing conducted by experts show that all TOPSE items may be used. The summary of the results of the assessment can be seen from table 1.

The primary goal of this study was to analyze the psychometric properties of the TOPSE scale in the Indonesian context, focusing on reliability, validity, item analysis, and factor analysis. Item analysis was performed by calculating the correlation between individual item scores and the overall scale score. Out of 48 items, 47 had acceptable corrected item-total correlations, as shown in Table 2. One item from the "Learning and Knowledge" sub-scale (item 48) did not meet the acceptable level of corrected item-total correlation.

Table 2. illustrates that 47 statements are valid for measuring parental self-efficacy, with validity values greater than $r = .138$ (N = 202, confidence level $p < .05$) and ranging from .173 to .814. The total scale internal consistency of the questionnaire, as determined by coefficient alpha, was $\alpha = .959$ after removing item number 48 from the "Learning and Knowledge" sub-scale. The validity and reliability of the TOPSE test instrument were further analyzed using 47 items across eight dimensions. The internal consistency reliability coefficients were calculated to assess the accuracy of each set of questions in measuring a single unidimensional construct. The results indicated that all 47 items met the standard coefficients. SPSS 26.0 software was used to examine the coefficient values of the sub-scales.

As Table 3 demonstrates, the test exhibits high reliability in measuring self-efficacy. The eight dimensions of the questionnaire met the standard coefficients, with sub-scale coefficient values ranging from .624 to .937. Additionally, the researcher correlated each sub-scale to the total TOPSE scale to identify the sub-scales with the most contribution. Table 4 shows that the "Empathy and Understanding" sub-scale had the highest contribution ($b=.899$; $p<.05$).

Table 1. Content Validity Result

Item	Aiken v	Item	Aiken v	Item	Aiken v
Item 1	1	Item 17	.89	Item 33	1
Item 2	.89	Item 18	1	Item 34	1
Item 3	.82	Item 19	.96	Item 35	.96
Item 4	.86	Item 20	1	Item 36	1
Item 5	.96	Item 21	1	Item 37	.96
Item 6	.96	Item 22	.93	Item 38	.89
Item 7	.93	Item 23	.96	Item 39	.93
Item 8	.86	Item 24	.89	Item 40	.82
Item 9	.86	Item 25	.96	Item 41	1
Item 10	.86	Item 26	.96	Item 42	1
Item 11	.89	Item 27	.96	Item 43	1
Item 12	.86	Item 28	1	Item 44	1
Item 13	1	Item 29	.96	Item 45	.96
Item 14	.89	Item 30	1	Item 46	1
Item 15	.93	Item 31	.93	Item 47	.93
Item 16	.89	Item 32	.96	Item 48	.82

Table 2. Value of Corrected Item-total Correlation

Sub-Scales	Items	Corrected Item Total Correlation	Cronbach's Alpha if Item Deleted
Emotion & Affection	I am able to show affection towards my child.	.631	.955
	I can recognize when my child is happy or sad.	.536	.955
	I am confident my child can come to me if they are unhappy.	.678	.954
	When my child is sad, I understand why.	.567	.955
	I have a good relationship with my child.	.690	.954
	I find it hard to cuddle my child.	.168	.957
Play & Enjoyment	I am able to have fun with my child.	.599	.955
	I am able to enjoy each stage of my child's development.	.530	.955
	I am able to have nice days with my child.	.764	.954
	I can plan activities that my child will enjoy.	.687	.954
	Playing with my child comes easily to me.	.675	.954
	I am able to help my child reach their full potential	.795	.954
Empathy & Understanding	I am able to explain thing patiently to my child.	.786	.954
	I can get my child to listen to me.	.810	.954
	I am able to comfort my child.	.788	.954
	I am able to listen to my child.	.742	.954
	I am able to put myself in my child's shoes.	.757	.954
	I understand my child's need	.773	.954
Control	As a parent I feel I am in control.	.717	.954
	My child will respond to the boundaries I put in place.	.714	.954
	I can get my child to behave well without a battle.	.794	.954
	I can remain calm when facing difficulties.	.800	.954
	I can't stop my child behaving badly.	.487	.956
	I am able to stay calm when my child is behaving badly.	.588	.955
Discipline & Setting boundaries	Setting limits and boundaries is easy for me.	.741	.954
	I am able to stick to the rules I set for my child.	.661	.954
	I am able to reason with my child.	.692	.954
	I can find ways to avoid conflict.	.728	.954
	I am consisted in the way I use discipline.	.692	.954
	I am able to discipline my child without feeling guilty.	.708	.954

Table 2. Continued

Sub-Scales	Items	Corrected Item Total Correlation	Cronbach's Alpha if Item Deleted
Pressures	It is difficult to cope with other people's expectations of me as a parent.	.283	.958
	I am not able to assert myself when other people tell me what to do with my child.	.479	.956
	Listening to other people's advice make it hard for me to decide what to do.	.253	.956
	I can say 'no' to other people id I don't agree with them.	.370	.956
	I can ignore pressure from other people to do things their way.	.446	.956
	I do not feel a need to compare myself to other parents.	.447	.955
Self-acceptance	I know I am a good enough parent.	.657	.954
	I manage the pressures of parenting as well as other parents do.	.779	.954
	I am not doing that well as a parent.	.609	.955
	As a parent I can take most things in my stride.	.672	.954
	I can be strong for my child.	.471	.955
	My child feels safe around me.	.641	.955
Learning & Knowledge	I am able to recognize developmental changes in my child.	.583	.955
	I can share ideas with other parents.	.472	.955
	I am able to learn and use new ways of dealing with my child.	.364	.956
	I am able to make the changes needed to improve my child's behavior	.571	.955
	I can overcome most problems with a bit of advice.	.175	.957
	Knowing that other people have similar difficulties with their children makes it easier to me	**-.037**	.959

Table 3. Cronbach's Alpha Reliability Coefficients for Scale

TOPSE Sub-Scales	Coefficient Values (α) N= 202	Number of Items
Emotion & Affection	.771	6
Play & Enjoyment	.888	6
Empathy & Understanding	.937	6
Control	.852	6
Discipline & Setting-boundary	.916	6
Pressure	.720	6
Self-acceptance	.829	6
Learning & Knowledge	.624	5

Table 4. Result of Correlation Analysis

		Total TOPSE
Pearson's Correlation	Emotion and Affection	.770
	Play and Enjoyment	.860
	Empathy and understanding	.899
	Control	.898
	Discipline and Setting-boundary	.852
	Pressure	.648
	Self-acceptance	.868
	Learning and Knowledge	.678

Based on their most prominent manifest characteristics, the researcher identified the final four factors displayed in Table 6.

Exploratory Factor Analysis (EFA) was used to determine the internal structure of the tool. In the first stage, the Kaiser-Meyer-Olkin (KMO) statistic (KMO=.934) and Bartlett's test of sphericity ($\chi^2 = 7071.482$, df = 1128, p < 0.01) were used to assess sample adequacy. The high KMO values and the small significance level of Bartlett's test of sphericity indicated that factor analysis would be beneficial for the research data, deeming it appropriate for factor analysis. The initial analysis yielded four factors with factor loading values above 0.30 of the variances (Taherdoost et al., 2014). There are 42 items with loading factors greater than .30. The items can be seen in Table 5.

Confirmatory factor analysis (CFA) was carried out following the completion of the EFA study to analyze the validity of the items. The validity and reliability ratings of the constructs used to measure

Table 5. Extracted Factors, Factors Loading Ranges and Corresponding Items of TOPSE

Factors	Factor Loading Range	Total Item	Subscale
Factor 1	.414-.897	20	Emotion & affection (1,2,3,4,5,6), Play & enjoyment (7,8,9,11,12), Empathy & understanding (13,14,15,16,17,18), Control (21), Discipline & setting-boundary (28), Self-acceptance (42)
Factor 2	.486-.905	9	Control (19,20,22,23), Discipline & Setting-boundary (25,26,27,29,30)
Factor 3	.426-.766	9	Pressure (31,32,34,35,36), Self-acceptance (37,38,39), Learning & Knowledge (44)
Factor 4	.423-.599	4	Self-acceptance (41), Learning and Knowledge (43, 45,46)

Table 6. Four Factors of TOPSE

Factors	Name
Factor 1	Emotion & Understanding
Factor 2	Control & Discipline
Factor 3	Pressures & Confidence
Factor 4	Resilience & Learning

the study's outcomes were investigated using a CFA. The CFA model was examined, items 6 (.191) and 31 (.289) are eliminated. The four TOPSE factors are deemed to be fit based on the aforementioned findings because the CFI and TLI values met the model's minimal fit requirements. Modifications to the model may be made if the results of the goodness of fit measurement do not match with the model (Mubarokah et al., 2022). Examining the modification indices is one factor to take into account when modifying the model. Software measurements are used to derive modification indices (Brown, 2015). Indicators of change based on current data on the measured model are modification indices. Modification indices are used to increase the data's fit value to the model.

However, the analysis outcomes from the JASP software show that the modification indices value is present. As a result, the researchers decoupled the link between items in accordance with the modification indices' suggestions. The JASP software did not suggest any alteration indices after the correlation was eliminated. This indicates that the data had a maximum fit according to the measured model. The following summarizes the findings of the validity test for TOPSE: A good model fit exists in the final model: RMSEA = .044, 90%; χ^2 = 7449.355, p =.200 CFI = .964; TLI = .964; CI: [.036, .050]; α = .963. The four factors in the model were determined by the factor analysis consistent with the data as Table 7.

Therefore, it may be concluded that at this point, two items were dropped or omitted. The model of the CFA was determined to be FIT based on the description of the preceding table. This implies that every item measures what the they wants it to measure. Therefore, it could be concluded that the TOPSE was fit for analysis. The result of CFA indicated 40 items from four factors are valid. Distribution of final items can be seen in the table 8. The Indonesian version of TOPSE is provided in the Appendix A.

Table 7. Model Fit Confirmatory Factor Analysis

Goodness of Fit	Cut Off Values	Model Result	Description
χ^2	-	7449.355	
p values	$\geq$ .05	.200	FIT
RMSEA	$\leq$ .06	.044	FIT
RMSEA 90% CI		.036-.050	
SRMR	< .08	.055	FIT
GFI	$\geq$ .95	.986	FIT
CFI	$\geq$ .95	.964	FIT
TLI	$\geq$ .95	.955	FIT
NNFI	$\geq$ .95	.955	FIT
NFI	$\geq$ .95	.883	NOT FIT
PNFI	> .50	.715	NOT FIT
RFI	close to 1	.855	NOT FIT
IFI	$\geq$ .90	.964	FIT
RNI	$\geq$ .90	.964	FIT
AIC		24421.378	
BIC		25178.663	
MFI		.549	
ECVI		6.584	

Table 8. The Distribution of Items

Factors	Total Item	No of Items
Emotion & Understanding	19	1,2,3,4,5,7,8,9,11,12,13,14,15,16,17,18,21, 28, 42
Control & Discipline	9	19,20,22,23,25,26,27,29,30
Pressures & Confidence	8	32,34,35,36,37,38,39,44
Resilience & Learning	4	41,43,45,46

DISCUSSION

The main goal of the current study was to assess the psychometric qualities of the TOPSE scale by online and look into how it was modified for the Indonesian setting. The modified scale showed strong dependability for Indonesian parents with a high internal consistency, as demonstrated by a Cronbach's Alpha of .959. The initial eight-factor model was replaced by a four-factor structure in the results, which highlighted the distinct cultural influence on parental self-efficacy. Emotion & understanding, control & discipline, and resilience & learning are several of the variables that can be integrated intuitively. Emotionally stable parents typically have an easier time understanding their kids. Resilient parents would like to learn, but control ability is tightly linked to discipline.

A culturally rich story about parental self-efficacy is being told amid Indonesia's gorgeous landscapes, with strong family bonds and shared beliefs leaving their lasting effects. We use foundational theoretical frameworks that investigate the concept of parental self-efficacy and its application within the complex Indonesian family structure to offer academic insights to this discussion. Family relationships are portrayed in Indonesian society as a harmonic dance of mutuality and respect, which has a substantial impact on parental self-efficacy, or the conviction that one can raise children successfully. This viewpoint is consistent with Bandura's fundamental theory of self-efficacy, which states that an individual's behavior and results are significantly influenced by their belief in their capacity to succeed in particular circumstances (Bandura, 1977). However, Indonesian parental self-efficacy incorporates a wider society involvement, where parenting achievements and mistakes are shared across a supportive community network, in contrast to Western individualistic conceptions.

The essence of parental self-efficacy is recontextualized via the lens of community wisdom within the lush embrace of Indonesian culture, with a storyline that deviates noticeably from Western individualistic viewpoints. Employing Bandura's fundamental theory of self-efficacy, this study explores the profound idea of parental self-belief in the context of a symbiotic society, where parenting success and difficulties are shared concerns as opposed to solitary pursuits (Bandura, 1977). The main topic shifts from the structure and control stressed in previous parenting models to the significance of empathy and understanding within these cultural constraints. A deeper truth about parenting in Indonesia is reflected in this; it is an instinctive and flexible practice that has been refined not by the constraints of formal education but by the wisdom of lived experience and ancestral voices.

The "Empathy and Understanding" sub-scale was found to be the most significant contributor to overall self-efficacy, according to the correlation analysis. This element seems to be a reflection of Indonesian parenting culture, which places a strong focus on listening to children's needs and acting with empathy, both of which are essential for the emotional development of children. In this context, the most prevalent themes are empathy and understanding, which contrasts with the methods used in the studies by Bloomfield & Kendall (2007) and Salonen et al. (2009), which focused on knowledge and structured direction. On the other hand, Indonesian parents place a higher emphasis on common sense and instincts learned via storytelling and generational living than they do on conventional parenting courses. The scale that has been modified thus highlights the significance of empathy in parenting and highlights that it is an essential component of parental self-efficacy.

Curiously, "Control" contributes significantly to overall self-efficacy as well. Control over the children is a common attribute of successful parenting in Asian cultures, particularly Indonesian culture. Parents who enforce rules for their children may be seen as effective and responsible caregivers. The "Learning and Knowledge" sub-scale, on the other hand, had the lowest coefficient value and made the least contribution to the overall self-efficacy. The diverse structures of the questions in this group may be the cause of the lowest Cronbach's Alpha of.624. The comparatively low contribution to overall self-efficacy of.78 may be due to cultural variations in parenting expectations and perceptions between Indonesian and Western countries, where theoretical knowledge may not be as important as practical parenting abilities. However, more investigation is required to fully comprehend the unique effects of cultural environment on the parental self-efficacy component structure in Indonesia. As a result, the scale would be improved and better suited for assessing parenting initiatives across the nation.

The study's findings provide a foundation for using the modified TOPSE scale in parental education initiatives across Indonesia by online. Effective parental self-efficacy interventions in Indonesia should incorporate recognition of the significant role that empathy plays in parenting practices, according to the research journey undertaken to adapt the TOPSE scale for Indonesian culture. This emphasizes these culturally resonant features. The community element serves as a framework for parents to assess their own competency as well as a support system.For Indonesian parents, the validated technique can be utilized to assess and improve the efficacy of these programs by highlighting program strengths and areas that need development. The "Empathy and Understanding" sub-scale is heavily weighted, suggesting that parenting programs should pay special attention to improving this facet of parental self-efficacy. Modules to assist parents in comprehending their child's feelings and reacting to them with empathy may be part of this. Programs might teach parents useful techniques for developing empathy, like understanding what other people are saying and actively listening.

Parenting programs should balance the emphasis on theoretical knowledge with the development of practical parenting abilities, as indicated by the sub-scale "Learning and Knowledge" which has a reduced contribution. One possible approach to improving parents' ability to handle real-life parenting circumstances is to use experiential learning techniques like role-playing and observation. Settersten (2002) asserts that a critical component of achievement process study is the generational transfer of economic self-efficacy from parents to offspring. The relationship between parenting styles and teenagers' academic achievement was discovered by Masud et al. (2016). This relationship was found to be mediated by the teenagers' self-efficacy, which is influenced by their perceptions of parenting styles and their existing social support.

Self-efficacy plays a significant role in predicting cognitive competency as well as performance in competitive settings, like sports, according to Schunk's research (Schunk, 1989). Pratama and Scarlatos (2020) also argue that in developing nations like Indonesia, encouraging educational achievement through e-learning and m-learning requires infrastructure development and device ownership. In the context of the 4.0 era, Saragih and Kusnendi (2020) propose that peer groups and parental practices have a favorable impact on self-efficacy, which in turn has consequences for self-regulated learning. Extending the perspectives of Hayati & Febriani (2019) on Indonesian parenting in the academic setting, we emphasize the necessity of culturally sensitive research approaches that honor and emphasize native parenting approaches. A model of study and intervention that is as complex and multifaceted as the Indonesian archipelago itself must be adopted in place of a one-size-fits-all strategy.

Furthermore, the modified TOPSE measure can be a useful resource for next studies on parenting self-efficacy in Indonesia. The efficacy of various parenting techniques and interventions might be investigated, and the connection between parental self-efficacy and a range of child outcomes could be looked at. Eventually, this modified tool's continuing application and improvement can help Indonesia create parenting programs that are both successful and culturally appropriate.

The policy ramifications for widespread implementation must be taken into consideration in addition to designing programs with cultural sensitivity. Governmental bodies, nonprofits, and local

authorities are among the stakeholders who ought to work together to draft laws that finance these kinds of culturally sensitive activities. Maximizing the programs' impact and accessibility, these policies should work to enable these initiatives' smooth incorporation into the current healthcare and community structures.

The constraints of extrapolating findings from one cultural environment to another must be acknowledged in order to apply these findings to the larger context of global child development. However, the fundamental ideas that come to light when analyzing Indonesian parents' self-efficacy like the value of compassionate communication, deference to cultural customs, and the potency of community support provide insightful information that might enhance parenting discourses globally. Research and practice endeavors ought to persist in supporting and enabling the transfer of knowledge across cultural boundaries. The global growth of child development techniques that are truly reflective of the many societies in which families thrive is encouraged by such interchange, which also fosters a deeper grasp of the universal and culturally specific components of parenting self-efficacy.

CONCLUSION

The adapted Tool to Measuring Parenting Self-Efficacy (TOPSE) in Indonesian context by online exhibits adequate item validity and high reliability, albeit with a different construct. This innovative study's factor analysis outlines a succinct four-factor model, which differs from the traditional eight-factor structure and confirms the instrument's excellent validity and reliability for assessing Indonesian parents' self-efficacy in the digital era. The significance of this study within the domains of parental education and online psychometric tests is highlighted by the results, which reverberate throughout the society where the emphasis on community and family is strongly ingrained and digital involvement is growing quickly.

The online TOPSE is an inventive and useful assessment tool that opens doors for professionals, including educators, social workers, and physicians. Parental support programs can be developed that are accessible, culturally appropriate, and focused on the needs of parents through the strategic use of this online questionnaire to identify specific parenting self-efficacy needs. Nevertheless, the study admits its shortcomings, such as sample size and respondent profile diversity. This suggests that more thorough studies that take into account the rich and varied tapestry of Indonesian familial experiences be conducted in the future, encouraging researchers to build on these preliminary results. Future projects of this kind would strengthen the online TOPSE's standing and usefulness in relation to Indonesia's digital parenting programs.

CONFLICT OF INTEREST

There is no conflict of interest.

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APPENDIX A

Table 9. Indonesian Version of the TOPSE Scale

Sub-Scales	Items	Std. Est.
Emotion & Understanding	1. Saya mampu menunjukkan kasih sayang kepada anak saya.	0.713
	2. Saya dapat mengenali anak saya saat ia sedang bahagia ataupun sedih.	0.561
	3. Saya yakin bisa membantu anak saya, ketika dia datang kepada saya dalam kondisi sedang tidak	0.741
	4. Ketika anak saya sedang sedih, saya bisa memahami mengapa ia sedih	0.626
	5. Saya memiliki hubungan yang baik dengan anak saya.	0.762
	7. Saya bisa bergembira bersama anak saya.	0.626
	8. Saya mampu mendampingi anak saya di setiap tahap perkembangannya.	0.600
	9. Saya mampu menjalani hari-hari yang menyenangkan dengan anak saya.	0.800
	11. Bermain dengan anak merupakan sesuatu yang mudah untuk saya lakukan.	0.673
	12. Saya mampu membantu anak saya mencapai potensi optimal mereka.	0.838
	13. Saya mampu memberikan penjelasan dengan sabar pada anak saya.	0.788
	14. Saya mampu membuat anak saya mendengarkan saya	0.844
	15. Saya mampu membuat anak saya merasa nyaman	0.872
	16. Saya bisa menjadi pendengar yang baik untuk anak saya	0.839
	17. Saya bisa memahami sesuatu dari sudut pandang anak.	0.829
	18. Saya memahami kebutuhan anak saya.	0.826
	21. Saya dapat membuat anak saya berperilaku baik tanpa harus bertengkar dengannya.	0.784
	28. Saya dapat mencari cara untuk menghindari konflik dengan anak	0.687
	42. Anak saya merasa aman bersama saya.	0.654
Control & Discipline	19. Sebagai orang tua, saya mampu mengatur anak saya.	0.834
	20. Anak saya akan mematuhi aturan yang saya tetapkan.	0.829
	22. Saya bisa tetap tenang ketika menghadapi kesulitan.	0.759
	23. Saya tidak bisa menghentikan anak saya yang sedang berlaku buruk.	0.536
	25. Mudah bagi saya dalam menetapkan aturan dan batasan-batasan untuk anak	0.892
	26. Saya mampu bersikap konsisten terhadap aturan yang sudah saya buat untuk anak saya	0.786
	27. Saya bisa	0.778
	29. Saya menerapkan kedisplinan dengan konsisten.	0.806
	30. Saya mampu mendisiplinkan anak saya tanpa merasa bersalah.	0.833

Table 9. Continued

Sub-Scales	Items	Std. Est.
Pressures & Confidence	32. Saya tidak bisa mengungkapkan pendapat saya ketika orang lain mengatur saya tentang apa yang harus saya lakukan pada anak saya.	0.469
	34. Saya mampu mengatakan "tidak" pada orang lain, apabila saya tidak setuju dengan pendapat mereka.	0.429
	35. Saya dapat mengabaikan tekanan dari orang lain untuk melakukan sesuatu seperti keinginan mereka.	0.465
	36. Saya tidak perlu membandingkan diri saya dengan orang tua lain.	0.535
	37. Saya tahu bahwa saya adalah orang tua yang cukup baik.	0.849
	38. Saya dapat mengelola tekanan-tekanan dalam mengasuh anak dengan baik.	0.888
	39. Saya bukan orang tua yang baik.	0.702
	44. Saya dapat membagikan ide-ide saya kepada orang tua lainnya.	0.523
Resilience & Learning	41. Saya mampu bertahan/tetap kuat untuk anak saya.	0.595
	43. Saya mampu mengenali perubahan-perubahan yang terjadi pada anak saya terkait dengan tahap perkembangannya	0.718
	45. Saya bersedia mempelajari dan menggunakan cara-cara baru dalam menghadapi anak saya.	0.451
	46. Saya mampu membuat perubahan yang diperlukan untuk memperbaiki perilaku anak saya.	0.690

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