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The Effectiveness of Parental Self-Efficacy Program to Improve Children's Moral Development with Single-Parent Status

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ABSTRACT

At an early age, moral cultivation starts. If the child is in an area where, because of many factors, there is only a father or mother, this can affect the physical and psychological preparation of the child. The role of single parents in the development of children can be an obstacle to promoting child development, especially moral development. The value of training in self-efficacy for single-parents in stimulating moral growth is, therefore, an alternative option for children. This research aimed to examine the effectiveness of the Parental Self-Efficacy Program in improving the morality of children with single-parent status. This study explores one form of effort or experimental research to affect improvement. In order to determine the effectiveness of the parental self-efficacy program to promote the moral and social-emotional growth of children with single-parent status, a pre-test-post-test nonequivalent comparison group quasi-experimental design was chosen. Data were obtained from two community samples of 30 parents (mother) with single-parent families and 30 normal parent family status with children between preschool children aged 4 to 6 years. The findings showed that the parental self-efficacy program had an impact on improving the moral growth of children with single-parent status. It can be seen from the major differences linked to parental self-efficacy and the moral growth of children between the control group and the experimental group, where the experimental group had a higher average.

Keywords: Children, moral development, parental program, self-efficacy

INTRODUCTION

There is a very real-time in their lives in early childhood. For children's lives for the next life, early childhood has a very significant stage, but not all parents understand the needs of children (Yafie, 2018a, 2018b). Both physically, mentally, socially, morally, and in many other facets of their lives, children have very distinctive characteristics. This time is very important to form a fundamental framework by proper moral lessons also for mental and character of children. It cannot be distinguished from parents' role in promoting the growth of children. Changes in the modern world have brought on some changes to our lives. Nevertheless, morality is declining in our children (Tan & Yasin, 2020).

Compared to children's relationships with other individuals around them, the relationship between biological parents and children profoundly affects aspects of growth (Orben et al., 2020). Things do not go as expected in life. Some of the parents around us may have been single parents, eventually impacting the lives of their children. A single parent is a father or mother who, as the head of the household and a housewife, is solely responsible (Reimann et al., 2020). Any of the reasons include divorce from someone else without a wife, death, pregnancy outside of wedlock, or the veil of children. Compared to families with two parents or full workers in terms of economic status, health, and housing standards and the children living with them, families with single parents would be disadvantaged (Kamody & Lydecker,

2021). Low economic status can influence the aggressiveness of a child, which also influences the moral conduct of the child (Yafie, 2018a).

The moral is simply defined as a principle to distinguish good and bad behavior where this can be manifested in the form of actions that reflect the condition of the soul, character, and moral components in oneself (Korotaeva & Chugaeva, 2019). As for moral behavior that is considered problematic, such as children who do not like to share and pay attention to friends or the people around them and are unable to distinguish between good and bad things (Benish-Weisman et al., 2019). Although this behavior is normal in early childhood, in daily behavior, when children continue to feel selfish and do not want to learn to distinguish between good and bad things, this must be a concern for adults who take care of children (Cingel & Krcmar, 2020). Because if egocentrism and the inability of children to distinguish good and bad things in children are not overcome, this will affect the child until he grows up (Khodnapur, 2021).

Fatigue and lack of time to carry out the parenting process for single parents become difficult because they must do parenting tasks, household affairs, and other things on their own. Wulandari (2020), in their research, explained that single mothers who work feel they have limited time in carrying out parenting tasks. The limited-time experienced makes single mothers less able to supervise to carry out the maximum parenting process, especially

in disciplining children and actively and routinely monitoring activities carried out by children (Victor et al., 2019).

According to Poblete (2019), low parental self-efficacy correlates with single-parent s' emotions such as feeling stressed and depressed, actual behavior problems in children, perceptions of the difficulties they face, passive coping styles in dealing with problems, and high-stress levels. Therefore, parenting self-efficacy is crucial for single-parents because it can function as a self-control factor for single-parents to maintain and improve the quality of parenting despite facing various challenges in parenting (Harpaz et al., 2021).

Parenting self-efficacy is considered an important variable because the ability to carry out parenting practices is closely related to parenting self-efficacy (Amin et al., 2018). Single-parents with high parenting self-efficacy will show positive parenting practices. These parenting practices include responsive parenting, properly stimulating children, and not punishing children in the wrong way (Botha et al., 2020). Single parenting self-efficacy can also influence coping strategies in parenting when facing various problems, especially active coping strategies (Martínez-Muñoz et al., 2019).

Augustinavicius (2020) said that social support is one of the resources that have been proven effective in helping to increase the parenting self-efficacy of parents. Social support shows a positive effect in facilitating parental role-taking in their care (Hernandez, 2020). Bandura (1977) states that social support in the form of

verbal persuasion and an action that is encouraging can have a positive influence on the parenting self-efficacy of parents. This social support can be realized in the form of a training program held specifically for single-parents with the aim of increasing their parental self-efficacy (Chou et al., 2018). Although single parents do not get social support from their partners, there are others who can provide support for them.

Increasing awareness and skills and solving problems in the environment are some of the benefits of training (Yafie et al., 2020a). Through this rising awareness, it affects the quality of single-parent care. As a result, they can be more responsive, give more time in the midst of their busy lives, and provide direction with a focus on the process that the children are carrying out not, only on the results.

Training programs can be developed in various ways through technology or face-to-face; the most important thing is the goal of the program (Yafie et al., 2020a). Moreover, for prevention and intervention measures, Parenting Self Effectiveness can also be useful (Jones & Prinz, 2005). Some components that need to be integrated into parental self-efficacy therapy services are instilling discipline, understanding children's play practices, understanding appropriate parenting styles, understanding instrumental treatment according to the age of children, implementing appropriate teaching, having responsibility as parents, being able to monitor the outcomes of childhood. It would make kids get the attention they deserve with the presence of

parental self-efficacy therapy for parents so that the issues of kids with single parents can be solved. Collaboration between parents and teachers may produce favorable policies and affect the development of children, especially on the moral behavior of children.

The value of parental self-efficacy training programs for single parents for the spiritual growth of children to be accomplished in solving and resolving children's problems in a social setting is based on the above theory. This program is very important to enable single parents to fulfill their responsibility to look after their children and to have the correct understanding so that it does not impact the development of children, especially the morals of children. This research aimed to examine the effectiveness of the Parental Self-Efficacy Program in improving the morality of children with single-parent status.

LITERATURE REVIEW

Parent Training Program

Training curriculum on parental self-efficacy is hoped to provide special skills used by single parents, which include child incentive techniques, differential reinforcement, and attempts to eradicate inappropriate behavior in children. In addition, it is intended to provide an understanding for parents to decrease negative behavior. This understanding can be applied through the instructional video guide (Fukkink, 2008; Hitchcock et al., 2003). Another form of this training is to include the influence or power that parents have. In a power-based approach to parental instruction, parental behavioral skills are targeted and are aimed at improving those skills and enabling others in similar circumstances to apply those skills. In children and adults who have the potential to have deviant actions, this exercise is considered useful as a technique for improving prosocial skills and appropriate behavior (Buchanan et al., 2013).

Parental self-efficacy training programs that aim to develop parenting skills can be considered to provide positive parenting (Sims & Skarbek, 2019). It is hoped that this training program will be able to minimize problems related to the moral development of children and help single-parents in assisting the care that is carried out (Hsieh et al., 2020). Parental self-efficacy training will make single parents more responsive to what their children are feeling. It will encourage positive parenting. It means that parents will not immediately judge when children make mistakes. Guidance and giving understanding to children when parents understand the child's character will be easier. This parental self-efficacy effectiveness program, therefore, needs to be well prepared.

In planning a parenting curriculum for a parental self-efficacy training program, the Institute requires an aim to provide single-parent parents with information and skills. Therefore, the first thing to be done when the targets are planned is to perform an overview in collaboration with experts on program-relevant issues and to study the sources related to the training topic

being held. Second, the planning of long-term educational priorities, sub-goals, and objectives. It is important to achieve the objectives based on a preliminary review (Varol, 2018). The next move after setting the goals is to think about how the trainees will profit from the training program being held. Parts of the presentation and assessment material should be included in this instance.

Single parents have different advantages in educating their children's growth and stimulating them. Parental self-efficacy training programs may be a problem-solving program where program teachers teach parents special strategies to solve problems and implement everyday life interventions, and this is considered useful to parents (Bearss et al., 2015). Parental self-efficacy training services need to be provided to develop parenting skills and avoid bad behavior exhibited by children, as can be seen in the latest study by (Comer et al., 2013). The form of parental training offered could be community training if children are already attending formal education at an institution. The curriculum would concentrate on how to monitor the actions of children, the ability to teach children skills, or how to give children an idea of something. Community training held for parents has many benefits. One of the most significant benefits is to have colleagues study and share milestones with the parents of fellow group members. In addition, parents themselves will establish their training in the scope of their setting with a form like this (Silverman, 2021).

Another benefit is that this preparation is more cost-effective so that parents are commonly liked and have an influence on the number of services parents will receive (Cavkaytar, 1999; Silverman, 2021; Varol, 2018). It also makes parents no longer feel isolated when they have issues, share feelings and can understand the feelings of each other between parents, and this will eventually affect the solutions proposed (Cavkaytar, 1999; Varol, 2018). Even though it has many benefits, this does not mean that there are no flaws in this software. The limitations related to each parent's requirements are one of the main shortcomings of parenting group training. For example, training based in the US has been established in most institutions in many countries for non-minority parents born in the US and familiar with Western parenting practices. However, the perspectives and cultures of immigrants and ethnic minority parents living in the US are not adequately represented or discussed by such programs (Kim et al., 2008). Therefore, by keeping group numbers smaller, it might be possible to spend more time on needs while organizing group training (Silverman, 2021). The organization must also recognize, in addition to the advantages and disadvantages of instruction, the assessment of this curriculum to provide optimum performance.

The researcher must think of an effective assessment as a reference for progress after presenting targets and evaluating the advantages and drawbacks of the parental self-efficacy training program.

The evaluation is carried out to determine whether the targets have been accomplished. Evaluation is carried out of any parent involved. Parents who achieve the goal must be compensated when the assessment is carried out, while parents who are unable to achieve the goal must be given reinforcement of the material before the parents meet the same goal (Varol, 2018). Parents must be given a training session number before the program begins. First, each sub-goal of the educational objective and the time it takes for the achievement of the sub-goal is listed to decide the parental self-efficacy training session. For example, if a session lasting between one and one and a half hours is held, the session that is deemed to be longer should be arranged as two different sessions.

As a result, by deciding how many training sessions were conducted to accomplish each sub-objective, the parental self-efficacy training session was determined (Varol, 2018). It is proposed that the number of trainees should not be more than 10 to 12 people after the number of sessions and the number of participants is identified (Fox, 1990; Varol, 2018). After deciding the number of participants, the next step is to set the date and time for the training session. The trainer or trainer of the participants in the program must work together to decide an appropriate date and time. Having at least one parental self-efficacy training session a week is strongly recommended (Varol, 2018). Checking homework and planning to start training, the training process itself, and giving back homework should be part of one training session. The details given in the first session may be about the introductory material on parenting instruction. It is necessary because no homework has been given previously, and details about what kind of procedure will be passed in the future will be given. The parental self-efficacy training session should start with reviewing homework and preparing for the next part of the material in addition to the first session. The homework assigned to parents should be completed at home with their children in this part of the session, as discussed in the previous session, should be emphasized. In this section, inappropriate homework should be selected, and a summary or guidance about what can be done to obtain proper homework should also be given for why it is inappropriate homework. Regarding this, as a feedback practice, other parents may request feedback.

At the end of this section of the presentation, it is important to indicate which subjects will be addressed in that day's session. The educational objectives that parents should teach that day and an assessment of these goals should be included in the presentation section. Both 'ideas, abilities,' and 'practices, open speech, inductive, direct education', may be distinguished according to educational objectives. Evaluation to assess whether the educational objectives were accomplished as planned after completing the presentation on targets with consistent methods. The availability of a measurement instrument that can evaluate both parents together without manipulating each other is one

of the most important aspects at the assessment level. Once the presentation of all educational goals for the day's session is completed and reviewed, part of the homework will be given. The supervisor provides parental training in this segment to explain the contents and complete the assignment to parents. The points made on that day will then be briefly clarified, and, if any, more information about the session will be circulated, and the session will be ended.

Parent Self Efficacy

The theory first formulated by Bandura (1977) describes how personal feelings of effectively and efficiently handling tasks can influence how much effort the person puts into the task's performance. One instance is the feeling of being able to care for kids in the sense of parenting. The influence of this sense of capacity will also dictate how long he will survive adversity. Besides, maternal parental self-efficacy (PSE) grows and increases along with the performance of parents in challenging childcare tasks, according to Bandura's theory. Based on Bandura's work, De Montigny and Lacharité (2005) describe the definition of parents' perceived gain as "the assumption or opinion held by parents regarding their ability to coordinate and execute a set of parenting-related tasks." It describes the parental self-efficacy of parents. Parental self-efficacy can be further divided into specific sub-domains by Jones and Prinz (2005) as the perceptions of parents and their confidence in the effectiveness of parenting and building relationships

between parents and children, which can be related to childcare activities, such as caring for children. Education topics related to sickness, discipline, and children (Jones & Prinz, 2005; Wittkowski et al., 2017). The ability of parents to adjust, stimulate, and cultivate the atmosphere for parenting indicates that parents have a high degree of parental self-efficacy (Yafie, 2018b).

One of the factors that play an important role in affecting the growth and development of children is the skills of parents in parenting their children (Yafie, 2020b). It is also said that parenting's success has an impact on all aspects of growth that the child has. Physical-motor aspects, awareness, vocabulary, norms and values, moral views, art, and social emotions are all included in these aspects. It is unlikely for all these elements to evolve individually but become one unit (Yafie, 2018b). Five crucial variables that develop and improve parental self-efficacy have been established. First, there are earlier encounters, representative encounters, psychological and affective states of verbal persuasion (Bandura, 1977). Second, parental self-efficacy (PSE) is characterized as the willingness of parents to preserve their ability to care for children (Coleman & Karraker, 2000; De Montigny & Lacharité, 2005), which is also a significant factor. Third, parents with poor parental self-efficacy have more unruly children who appear to act more aggressively and disobediently (Leerkes & Crockenberg, 2002).

Education for parents is required to improve their independence and provide

their children with knowledge of care. It is very necessary to increase knowledge and exposure to topics related to education laws and policies, as well as knowledge of mental health. Parental education will achieve improved parental self-efficacy (Murray et al., 2013; Wright & Taylor, 2014). Parents who are abusive or sometimes make kids uncomfortable sometimes feel less capable than other parents who seem to adjust their actions and make kids feel secure in their treatment (Coleman & Karraker, 2003; Heath et al., 2014). Also related are PSE and parenting behavior. PSE, parenting behavior, and the behavior of children are known to be interactively related and affect each other. Compared to parents with a higher degree of parental self-efficacy, parents with low self-efficacy tend to use more manipulative and aggressive parenting, tend to use more supportive parenting, such as comfort, empathy, positive impact, consistency, or rule set, and not to control their children (Johnston & Mash, 1989; Teti & Gelfand, 1991.).

The views of parents about self-care can be seen from a range of outcomes, such as the presence of parents at home (Giallo et al., 2013), parenting skills (Jones & Prinz, 2005), as well as the consistency and outcomes of parenting (Coleman & Karraker, 1998). Furthermore, parental self-efficacy is also correlated with the adaptation of children Jones and Prinz (2005), as aggression, depressive symptoms, autonomy, and academic parental self-efficacy are part of their psychosocial functions (Steca et al., 2011). Therefore,

in this report, it is very important to instill single-parent parental self-efficacy with the help of a parent training program to promote childcare.

Children's Moral Development (5-6 Years old)

Some social neuroscience theories focus more on development, which indicates how the development of the brain promotes moral development through its effect on the emergence of related cognitive and affective processes, but that does not mean that these theories always relate to the rich heritage of psychological theories of development (Knei-Paz, 2021). The theory of Piaget (2013), also considered to be the first theory of moral development in cognitive development, identifies four phases of rational reasoning and two phases of moral development, namely heteronomy and autonomy. It is not the product of mere imagination but is the result of information processing as people make choices and make decisions in any way, even when it comes to morality (Fiedler & Glöckner, 2015). Like every other form of decision-making, decision-making related to morality is an equally complex process. Multiple process theory is one of the most influential moral theories in social neuroscience, based on the degree to which various brain regions are stimulated when making certain decisions, from which there are assumptions regarding the cognitive and affective mechanisms involved in moral decision-making (Greene et al., 2004, 2008).

This disparity will cause someone to think about the reasons for their failures and look for reasons that are deemed acceptable (Duska & Whelan, 1975). Rest (1999) states that four factors are underlying moral behavior. Moral sensitivity, moral judgment, moral motivation, and moral character are amongst them. Moral sensitivity can be useful both for himself and others when reacting to circumstances, choosing to act, and understanding the consequences of these acts. When deliberating and determining which one is considered correct, the internal moral judgment part will be used. The moral motivation aspect is related to the prioritization of values and refers to abilities and techniques that encourage moral choices, such as self-control (Rest et al., 1999). Therefore, it is necessary to do moral development in children through habituation by the parents who accompany them.

In engaging with or determining what action is good and bad in the future, moral development for children can influence their lives. The role of love, compassion, and protection is supported from an early age, and parents directly influence character education in young children (Setiawan et al., 2020). As they enter the heteronomous stage, children will feel the responsibility to follow external rules set by adults, while when they can understand that rules are deserving of respect and are based on mutual consent, the child has entered the autonomous stage (Piaget, 2013). As Piaget (2013) suggested, alongside logical reasoning and abstract reasoning, cognitive processes evolve, and this paves the way for moral development. In moral judgment, Kohlberg (1996) notes that six phases are divided into three stages: pre-conventional, conventional, and post-conventional. The first point, the pre-conventional level, consists mainly of children under the age of nine. Most teenagers and adults are in the conventional stage, and a small proportion of adults enter the post-conventional level.

Piaget (2013) notes that the moral growth of the child has arisen as a child moves away from egocentrism. This phase needs the cognitive capacity to differentiate between the ego and the social environment, and the maturation of language and imagination encourages it. Duska and Whelan (1975) noted that this could be a way to promote the creation of mutual respect and keep children away from egocentric thinking when children are six years old and can work together with their peers. Piaget (2013) notes that by controlling their social experiences and imitating the behavior of their parents or those around them who are growing up, children can develop their social and moral intelligence.

Concerning Piaget's theory that moral reasoning depends on advanced, rational reasoning, Kohlberg (1996) offers an extended assumption. In this, there is consistency between the logical stage of the person and his moral stage. Similar to Piaget (2013), Kohlberg 1996) stressed that it is necessary to play a role by thinking about other people's perspectives on moral development and proposed that children's social environment should include

opportunities and involvement to promote moral development. Kohlberg sees the six phases he defines as being sequential in his theory. Progress to the next level can occur when circumstances arise where cognitive conflict or disparity is created, or an opinion is insufficient to deal with a moral dilemma. The moral dimensions of the children to be tested in this analysis are honesty versus deceit, fairness of penalties, the effectiveness of punishment, and equality versus authority (Kurtines & Pimm, 1983).

Research Hypothesis

H0: There is no difference in the average pre-test scores between the experiment and control class.

H1: There is a difference in the average pre-test scores between the experiment and control class.

METHODS

Participants

This research examines one type of effort to effect change or is called experimental research. A pre-test-post-test nonequivalent comparison group quasi-experimental design was selected to assess the effectiveness of parental self-efficacy programs to improve children's moral development with single-parent status. The independent variable in this study is the parental self-efficacy program, while the dependent variable in the study is children's moral development with single-parent status. Data is collected from two group samples of 30 parents (mother) with single-parent families' status

and 30 normal parent family's status who have children between four-to-six-year-old preschool children. This research is conducted in TK Laboratorium Universitas Negeri Malang. The two samples attended the same parenting program, in which the same parenting variable parental self-efficacy, and children's moral development. They were tested at pre-test, post-test, and follow-up at the same intervals (post-test at eight weeks/follow-up at 16 weeks). They shared common socio-demographic characteristics (parent's educational level and age, child's gender, and age).

Procedure

The experimental procedure is structured in four steps. In the first step, the researcher shared information online, which contained screening questions related to the status of parents, the age range of the children they had, and the parenting patterns they took. Questionnaires were encoded and used to test the comparability between experimental and control groups and as baseline control measures in the main analysis testing the effect of the experimental manipulation. In the second step, mothers came to the lab with their children for one hour and were randomly allocated to the experimental or control group. Participants are not aware of the conditions. Then, a pre-test was carried out to mothers and children by distributing questionnaires for Parental Self-efficacy (PSE) and Moral Development Scale (MDS).

In the third step, those allocated to the experimental group were given regular

guidance and training for eight weeks. Material and mentoring were given directly in the class for eight meetings with 60 minutes per meeting. The material is in the form of children's moral development stages, children's moral problems, strategies to stimulate children's morals, and assistance to be good parents. In addition to getting the material directly, parents (mothers) also get material in the form of guidebooks, brochures related to developing a scale of moral development and parental self-efficacy. Furthermore, the experimental group received consultations through social media groups to conduct consultations. Meanwhile, the control group only received manuals on parental self-efficacy and moral development scales without being given ongoing guidance. The fourth step is to measure the effectiveness (post-test) related to PSE & MDS, taken online in both groups to find out which effectiveness is given.

Measures

Parental Self-Efficacy. For coercion regulation with the Global PSE Scale of Meunier and Roskam (2009), parental self-efficacy (PSE) was assessed. The Echelle Global du Sentiment de Competence Parental (EGSCP), a questionnaire, tests multiple domain specific SEBs, and three associated cognitive constructs. The EGSCP showed good psychometric properties. Parental Self-Efficacy has eight domain-specific questions (discipline, play, nursing, instrumental care, teaching, parental responsibility, outcome management, and motivation for mastery) and 37 objects. Tests on the eight parenting self-efficacy domains can be seen in Table 1.

Table 1

Validity and reliability parental self-efficacy (PSE) scale

No	Domain-specific (parental self-efficacy)	Item	Correlation coefficients	Sig	Reliability
1	Discipline	1-7	0.548-0.875	0.00	0.912
2	Play	8-12	0.786-0.783	0.00	0.984
3	Nurturance	13-17	0.616-0.791	0.00	0.904
4	Instrumental care	18-22	0.650-0.807	0.00	0.929
5	Teaching	23-25	0.684-0.899	0.00	0.992
6	Parental responsibility	26-29	0.418-0.815	0.00	0.817
7	Parental control of outcome	30-33	0.552-0.823	0.00	0.888
8	Mastery motivation	34-37	0.582-0.931	0.00	0.957

Moral Development Scale (MDS). The Moral Development Scale (MDS) is formed within a Piagetian context by moral reasoning (Kurtines & Pimm, 1983). The structure of the scale and the rationale of the scoring scheme were both derived from the original work of (Piaget, 2013). In his work on moral realism and the creation of the concept of justice, the original collection of stories chosen based on content relevance and face validity is intended to be a representative subset of the stories that Piaget published. There are four domain-specific MDS (honesty versus lying, the fairness of punishment, punishment utility, and equality versus authority). Tests on four specific domains on the moral development scale can be seen in Table 2.

Table 2

Validity and reliability Moral Development Scale (MDS)

No	Domain-specific (Moral Development Scale)	Item	Correlation coefficients	Sig	Reliability
1	Honesty versus lying	1-4	0.518-0.823	0.00	0.871
2	Fairness of punishment	5-8	0.624-0.843	0.00	0.934
3	Utility of punishment	9-12	0.530-0.868	0.00	0.899
4	Equality versus Authority	13-16	0.636-0.887	0.00	0.961

Data Analysis

The prerequisite test was carried out to establish that the data analyzed was naturally distributed and homogeneous. Using the Kolmogorov-Smirnov One-Sample Test on the SPSS software, the data normality test was carried out. If the study has an Asymp, the information is normally distributed. Sig (2-tailed) > 0.05 value. The two-variance similarity test (homogeneity) is intended to establish that a population with the same variance comes from the sample data group. The homogeneity test was performed through the SPSS program via analysis. If the sig value is > 0.05, the data is homogeneous. For the study of the Independent Sample T-test in the SPSS software, hypothesis testing is conducted, decision-making is achieved by comparing the t-count value with the t-table or p>0.05.

FINDING

The key findings of this research are the differences between the control group and the experimental group in parental self-efficacy in mothers and moral growth in children aged 4-5 years after being offered a parental self-efficacy program. The normality and homogeneity checks are, however, carried out first before testing the hypothesis.

Normality Test

In this analysis, the data normality test in the experimental class used the Kolmogorov-Smirnov test statistics using the SPSS program, and the measurement results are presented in Table 3.

Table 3

Normality test

Group	Variables	Asymp.sig (2-tailed)	Explanation
Control	Parental self-efficacy	0.738	Normal
	Moral Development	0.433	Normal
Experiment	Parental self-efficacy	0.467	Normal
	Moral Development	0.534	Normal

The calculation results show that the value of the Asym. Sig. (2-tailed) > 0.05 to usually distribute the parental self-efficacy and moral growth data in the experimental class and control class. It can therefore be inferred that the data distribution in the two classes is typically distributed.

Homogeneity Test

A homogeneity test is used to find out whether the data has the same variance (homogeneous) or not. Homogeneity test results can be seen in Table 4.

The statistical significance values of the Levene test are 1.754 and 2.445 based on Table 4, and this significant value is greater than the significance level of 0.05 (sig. (0.185 & 0.284) > 0.05). So, it can be inferred that there is the same difference between the experimental and control classes.

Table 4

Homogeneity test

Variable	Levene Statistic	Sig.	Explanation
Parental self-efficacy	1.754	0.185	Homogeny
Moral development	2.445	0.284	Homogeny

Hypothesis Testing

The independent-sample t-test was used to test the effectiveness of parental self-efficacy programs to improve children's moral development. The test results can be seen in Table 5.

Table 5

Pre-test-post-test

Group	Variable	Pre-Test		Post-Test	
		Mean	Set Dev	Mean	Set Dev
Control	Parental self-efficacy	2.35	0.43	3.11	0.38
	Moral development	2.21	0.32	3.09	0.29
Experiment	Parental self-efficacy	2.82	0.36	3.89	0.52
	Moral development	2.72	0.39	3.93	0.41

According to the results of the pre-test and post-test in the control and experimental class, it can be concluded that there is an increasing effect between the control class and the experimental class. Self-efficacy for parents in the control class who are not given training is approximately 32.3% in giving pre-test to post-test. In comparison, the moral development of children only experienced a change of 39.8%. In the experimental class, the self-efficacy of parents is increased by 37.9% from pre-test to post-test after being given training. In the moral development of children, it shows a fairly high increase of 44.4%.

The finding shows that Sig. (2-tailed) is smaller (sig. 2-tailed = 0.000 < 0.05) than alpha = 0.05, so, H0 is rejected. Since H0 is rejected, it can be inferred that there is an increase between the control and experimental group in parental self-efficacy of mothers and moral growth in children aged 4-5 years after being offered a parental self-efficacy program.

Table 6

T-test

Variable	t-statistic	Sig.	Result
Control Class	3.154	0.000	Significant
Experimental Class	3.245	0.000	Significant

DISCUSSION

Parental Self-Efficacy Program Intervention to Improve Moral Development of Children with Parents Having Single-Parent Status

This study intervenes with parents by providing training with materials that focus on parents' self-efficacy. Before the program starts, the researcher conducts a planning process, program implementation, and program evaluation.

1. Program Planning Stage

The planning process is a process that prepares everything needed during the implementation of activities and aims for the smoothness and success of a program or activity to be implemented. Planning is the process of determining the goals or objectives to be achieved, the paths, and the resources needed to achieve the goals as effectively as possible. It is in line with the planning carried out by researchers, where researchers carry out the planning process without involving parents to achieve the goals of parenting activities as effectively as possible.

Planning in the parenting program is carried out by researchers who include determining the schedule of activities, program materials, and infrastructure to support the implementation of the parenting program so that it runs optimally. The method used in implementing the parenting program is the lecture method to provide an introduction and follow up with discussions; it is carried out so that the speakers and parenting participants can interact well.

Then after the class ends, there is still sharing and question and answer in online chat groups.

The media used in the parenting implementation is LCD; this media is used so that the participants of the parenting event can see and read the material given by the speaker with the available LCD screen. In addition, it is hoped that the parenting event participants can understand more about the material given in the PowerPoint that the speaker has made.

2. Parenting Program Implementation

If the researcher plans and determines the time, material, place, and media or tools needed in the implementation process, it will not be far from the terms. Is in accordance with what O'Hara (2021) states that implementation is an activity or effort carried out to do all plans and policies that have been formulated and determined, equipped with all the needs, tools, and equipment needed, who implements it, where the implementation starts, and how it should be implemented.

The implementation of the parenting program took place in TK Laboratorium Universitas Negeri Malang with the concept of *lesehan*; so that there are no chairs in this event, but instead used mats for seating guests, resource persons, MCs, and participants in the parenting event. There is also a table for the MC and the speaker or resource person for this parenting event, as well as a table for placing the LCD.

Its implementation emphasizes discussion and sharing with various

problems faced by single parents in the process of educating children at home related to the moral development of children. The material presented in parenting activities is related to the moral development of children, single parent parenting at home, and more emphasis on parental problems in dealing with children to foster an attitude of distinguishing good and bad things in children. The speakers in the parental self-efficacy program activities are academics who come from the realm of early childhood education.

3. Parenting Program Evaluation Process

The evaluation process is a measuring tool to determine the extent to which the objectives of a program can be achieved. The evaluation process in the parenting program can be said as a form of assessment of an activity that has been carried out. According to Martha (2009), evaluation activity is an attempt to measure and provide value objectively on the achievement activity implementation result that has been previously planned. Evaluation always seeks to question the effectiveness and efficiency of the implementation of a plan. In addition, the evaluation also measures the results of the implementation objectively with a size that all related parties can accept.

The form of evaluation of the parenting program is carried out two times. The first is carried out at the end of the parenting program activity for parents in the form of discussions and questions and answers to find out the extent to which parents understand

in accepting and understanding the material presented. The second is an evaluation of the overall parenting program activities carried out by researchers; the evaluation includes all program components and the entire parenting program implementation process. Evaluation is carried out to improve the quality of the next program to be better.

Single-Parent Training on Increasing Moral Development without Parental Self-Efficacy Approach in Control Class

According to the results of the t-test, it is known that the average pre-test in the control class for the parental self-efficacy variable is 2.35 with the post-test is 3.11, and the moral development variable has a pre-test of 2.21 and a post-test of 3.09 so that the increase is 0.75. Furthermore, based on the t-test, the calculated value is 3,154, and the significance value is smaller than 0.05 (0.00 < 0.05). Therefore, it could be stated that there is a significant increase in the parental self-efficacy of parents and the moral development of children.

In control class, parents are only given a manual on parenting without further material on parental self-efficacy. A module can be interpreted as a book written with the aim that students can learn independently without or with teacher guidance (Susanti et al., 2020). Logan (2021) Claims that the module becomes a material that can be used to guide students without extra help from the teacher, this allows the module to facilitate materials, tools, and measure student achievement in a material,

which in the context of this research is the understanding of parents on increasing the moral development of children.

The module becomes an independent learning tool so that students can learn at their own pace (Latipah et al., 2020). Modules are designed to help individual learners achieve learning goals (Wulandari & Afiatin, 2020). Modules are usually presented in the form of self-instruction; each participant can determine the intensity and pace of his learning (Retnaningsih & Setiyawati, 2019).

Single-Parent Training Related to Increasing Moral Development with Parental Self-Efficacy Approach in Experimental Class

According to the results of the t-test, it is known that the average pre-test in the experimental class for the parental self-efficacy variable is 2.82, the post-test is 3.89, and the moral development variable has a pre-test of 2.72 and a post-test of 3.93 so that the increase is 1.07. Furthermore, based on the t-test, the calculated value is 3.245, and the significance value is smaller than 0.05 (0.00 <0.05), thus, it can be stated that there is a significant increase in parental self-efficacy of parents and also the moral development of children.

Parental self-efficacy services aim at providing parents with feedback and knowledge and equipping them with those abilities (Glatz & Buchanan, 2021). To services aimed at parental identity, experiences, values and attitudes, self-confidence and parental anxiety, as well as knowledge on the spiritual growth of children, moral concerns of children, methods to stimulate the morale of children, and helping to become good parents (Albanese et al., 2019). Parental self-efficacy is one of the increasingly common concepts lately, and the correct method of PSE growth is through training. Routine preparation will improve the awareness of parents and change their childcare behavior (Liu & Leighton, 2021).

The parental self-efficacy program provided to the experimental class (training, mentoring, consultation, manuals) for parents with single-parent status, based on the results of the study, was able to substantially increase parental self-efficacy compared to the control group that received only manual books. It proves that the PSE score can be greatly improved by training followed by mentoring. Muirhead et al. (2020) revealed that PSE-related parental awareness could be gained formally, informally, and informally through schooling, training, and experience programs. It confirms Bandura's (1977) view, which explains that information is an asset for people to have an evaluation of their effectiveness. Liu and Leighton (2021) also indicate that parental self-efficacy has a positive relationship with particular patterns and individual habits, such as the attempts of parents to inform themselves about parenting, such as adopting parental education services and reading parenting-related literature.

Differences in Single-Parent Training Regarding Moral Development Improvement with Parental Self-Efficacy Approach in Experiment Class and Manual Book in Control Class

Based on the post-test t-test, it is known that the average experimental class learning outcomes on the parental self-efficacy variable are 3.89, the moral development variable is 3.93, and the average control class learning outcomes on the parental self-efficacy variable are 2.11, and the moral development variable is 3.09. Therefore, it can be concluded that the average learning outcomes of the experimental class on the parental self-efficacy variable are 0.78 greater than the parental self-efficacy variable in the control class. Furthermore, in the average learning outcomes of the experimental class, the moral development variable is 0.84 greater than the moral development variable in the control class.

Testing the hypothesis by calculating the independent sample t-test, it is known that the average increase in the experimental group is 3,245 while the increase in the control class is 3,154. Furthermore, it is known that the increase in learning outcomes in the experimental group class is 0.091 more than in the control class. Finally, it is also known that the significance value is less than 0.05 (p = 0.000 < 0.05), so it can be stated that there is a significant difference in the significant increase in learning outcomes scores in the experimental group and the control group.

The training design/method is one of the factors considered effective in promoting the performance of this training. According to Zeng (2019), the training design/system is one that affects the transition process of training. It is in line with Jha (2019)'s view that one of the things that affect the performance of the training program is the design or transition of learning, including learning goals, material relevance, teaching, techniques, media, and self-management methods that are applicable to transition training. Lam (2019) claimed that through meditation, innovative practice, and the development of childcare strategies and autonomous decision-making in a supportive environment, the development of parental self-efficacy is possible. Generally, there are two cycles of experiential learning undergone by participants in this training. Therefore, the findings of this research support previous studies that used the method of experiential learning as an efficient method of learning to increase self-efficacy.

A child's moral growth is affected a lot by the environment. Children, especially their parents, get moral values from their surroundings (Abdullah & Tabrani, 2018). According to these principles, he learns to understand values and behave. The role of parents is very important in developing children's moral values, especially for young children. Therefore, any parents' views need to be taken into account in relation to the moral growth of children.

Through social interaction with adults, particularly parents, children develop their social awareness (Aisyah, 2020). In early childhood, parents are an effective model as most children are at least formally educated (Moheghi et al., 2020). The degree to which moral principles are internalized and their potential for guilt is connected to parental behaviors, disciplinary methods, and types of parenting in terms of aspects of moral growth (Farisia, 2020). Strategies for punishment are ways of correcting children's actions (for instance, getting them to stop biting when they are angry). In addition, intensive parental contact may provide an incentive for children to understand why change is important for their actions (Kohlberg, 1971).

Since children must be disciplined 5-6 times per hour, the moral growth of children can be profoundly affected by behavioral approaches and methods (Moheghi et al., 2020). With a large capacity in the early years to influence their infant, parents have the opportunity to promote and support the overall moral growth of children. Parents have the ability to help classify their children with positive traits and adopt them. Compassion is recognized as an essential component of moral learning for children (Yucel et al., 2020). It not only makes kids more open to punishment and more likely to mimic the actions of their parents, but it also helps kids feel emotionally secure in reacting to others' needs (Tan & Yasin, 2020). The affective traits of parents can promote the moral development of children by using them in conjunction with inductive discipline.

CONCLUSION

According to the results of research and discussion, it can be concluded that the use of experimental methods in increasing the moral development of children with parental self-efficacy has a positive effect. It can be shown by the results of hypothesis testing, which shows that the significance value obtained is 0.000, which is smaller than the 0.05 significance level. In addition, it can also be seen from the average post-test results using the experimental method on the parental self-efficacy variable of 3.89 and the moral development variable of 3.93. In addition, in the control class, the parental self-efficacy variable is 2.11, and the moral development variable is 3.09.

In further research, the use of the experimental method of parental self-efficacy should be further developed to be able to reach more parents, not just single parents. In addition, careful preparation is needed in the application of this experimental method to suit the objectives to be achieved.

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