STRENGTH-BASED PARENTING AND SELF-EFFICACY PREDICTING ACADEMIC BUOYANCY AMONG HIGH SCHOOL STUDENTS

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Abstract
Everyday hassles are common experiences encountered by high school students and may influence their learning motivation and psychological well-being. Therefore, students require the ability to effectively cope with various everyday hassles, known as academic buoyancy. This study aims to examine the role of strength-based parenting and general self-efficacy in predicting academic buoyancy among high school students. This study employed a quantitative approach with a cross-sectional design. The participants consisted of 302 high school students selected using a quota sampling technique. Data were collected through self-report questionnaires consisting of the Academic Buoyancy Scale (ABS), the General Self-Efficacy Scale (GSE), and the Strength-Based Parenting Scale (SBPS). Data analysis was conducted using hierarchical regression to examine the contribution of each predictor variable to academic buoyancy. The results showed that strength-based parenting significantly predicted academic buoyancy. When general self-efficacy was included in the regression model, the explanatory power of the model in predicting academic buoyancy increased significantly. Both variables were found to have a positive and significant relationship with academic buoyancy. These findings indicate that parental support that focuses on children's strengths and students' beliefs in their own abilities are important factors in helping students cope with everyday academic challenges.

Keywords: academic buoyancy, everyday hassles, strength-based parenting, general self-efficacy

INTRODUCTION

Senior High School (SMA) is one of the formal education levels that serves as a continuation of lower secondary education, such as Junior High School (SMP), Madrasah Tsanawiyah (MTs), or other equivalent forms (AA Setiawan, 2012). Education at the senior high school level plays an important role in developing students' potential, including values, interests, talents, and skills necessary for continuing to higher education as well as preparing individuals to actively participate in social life in accordance with the goals of national education. At this developmental stage, students begin to think about their future plans and aspirations, making academic success one of the most important aspects of their lives.

In recent years, the education system in Indonesia has implemented the Merdeka Curriculum, which emphasizes more flexible learning, competency development, and character strengthening through the Pancasila student profile. This curriculum provides opportunities for students to optimally develop their potential through student-centered learning and exploration of interests and talents. Nevertheless, the learning process in schools still presents various academic demands for students, such as completing assignments, participating in learning evaluations, and achieving optimal academic performance. These demands have the potential to create academic pressure for students.

International data indicate that students' psychological well-being remains an important concern in education. The results of the Programme for International Student Assessment (PISA) 2022 show that approximately 14% of students in Indonesia reported dissatisfaction with their lives, indicating challenges in students' psychological well-being during their educational experiences.

This condition suggests that in addition to academic demands, psychological factors also play an important role in influencing students' learning experiences at school.

Various studies also show that students are vulnerable to experiencing academic stress due to learning demands, examinations, and expectations from both school and family environments. Academic stress occurs when there is an imbalance between learning demands and individuals' abilities to cope with them, which can affect students' psychological well-being as well as their academic performance (Kustiani, 2024). Continuous academic pressure may also affect students' emotional and cognitive conditions and disrupt their learning processes at school (Maha Yuni, 2025).

In everyday academic life, students frequently face relatively small but recurring challenges, such as difficulties understanding learning materials, numerous school assignments, and concerns about examination results. Martin and Marsh (2008) refer to these conditions as everyday hassles, which are small pressures that arise from daily experiences within the academic environment. Although they may appear trivial, the accumulation of such pressures can influence students' learning motivation and psychological well-being.

To cope with these challenges, students require a psychological capacity known as academic buoyancy. Martin and Marsh (2008) define academic buoyancy as an individual's ability to deal with setbacks, challenges, and academic pressures that commonly occur in school life. Academic buoyancy focuses on students' ability to overcome everyday academic obstacles experienced by almost all students, such as receiving unsatisfactory grades, difficulties understanding learning materials, and managing numerous assignments (Martin et al., 2017).

However, not all students possess an adequate level of academic buoyancy. Students with low academic buoyancy tend to exhibit low confidence in their academic abilities, avoid learning challenges, give up easily when facing difficulties, and experience anxiety when dealing with academic activities. These conditions may reduce learning motivation and hinder students' academic achievement (Martin & Marsh, 2008; Martin, 2013).

Academic buoyancy does not develop independently of students' social environments but is influenced by various factors, one of which is the family environment, particularly the role of parents (Martin et al., 2010). The family serves as the initial context in which children learn values, develop character, and undergo personality development (Ulfiah, 2016). Within the family environment, parents play an important role in providing support that helps children develop optimally (Ulfiah, 2016). Parental support is also considered a basic psychological need that contributes to individual development (Rohinsa et al., 2020). This support may take various forms, such as allowing children to choose activities based on their interests, taking time to listen to children's experiences, and providing feedback on their activities (Rohinsa et al., 2020).

Parental support is generally manifested through parenting practices within the family. Parenting becomes an important medium through which parents provide support and guide children's development across various aspects of life (Rohinsa et al., 2020). Within the field of positive psychology, one parenting approach that has gained increasing attention in recent years is strength-based parenting. This approach emphasizes the importance of parents recognizing and developing children's strengths before focusing on their weaknesses or mistakes (Waters, 2017). Strength-based parenting is a parenting style oriented toward identifying and developing children's positive qualities, such as their abilities, character, and skills (Waters, 2015a; Waters, 2017).

Through the strength-based parenting approach, parents help children recognize their potential and strengths and encourage them to use these strengths in various life situations, including when facing everyday difficulties. The concept of strength-based parenting includes two main aspects: strength knowledge, which refers to parents' ability to recognize children's strengths, and strength use, which refers to parental support that enables children to use those strengths in various situations (Waters, 2017). Research shows that positive and supportive parenting practices through the strength-based parenting approach can contribute to students' ability to face various academic challenges, including improving academic buoyancy (Gu, 2024).

In addition to family environmental factors, internal individual factors also play an important role in determining students' ability to cope with academic challenges. One psychological factor frequently examined in educational contexts is self-efficacy, which refers to individuals' beliefs in their ability to organize and perform actions necessary to achieve certain goals (Bandura, 1997). Individuals with high self-efficacy tend to have strong confidence in their abilities, exert greater effort in completing tasks, and demonstrate greater persistence when facing difficulties (Amri et al., 2018).

Bandura explains that self-efficacy is generally domain-specific, referring to individuals' beliefs in their capabilities within particular situations. However, Schwarzer and Jerusalem (1995) introduced a broader concept known as general self-efficacy, which reflects individuals' overall belief in their ability to cope with various life situations and demands (Sherer et al., 1982; Schwarzer & Jerusalem, 1995). General self-efficacy refers to individuals' global confidence in their capacity to deal with new or challenging situations (Schwarzer, 1995). This concept extends Bandura's self-efficacy theory and can be used to explain individuals' behavior across broader life contexts (Novrianto et al., 2019).

Belief in one's own ability is an important psychological aspect that helps students cope with academic pressure. Individuals with high self-efficacy tend to perceive pressure as a challenge that can be overcome rather than as a threat (Schwarzer, 2014). Conversely, individuals with low self-efficacy are more likely to doubt their abilities and give up when facing difficulties.

Several studies indicate that self-efficacy plays a role in increasing academic buoyancy (Martin & Marsh, 2008). Individuals with high self-efficacy tend to be more persistent in achieving goals and demonstrate greater perseverance in completing tasks, whereas individuals with low self-efficacy experience more difficulties in coping with academic demands (Ahmad, 2013). Self-efficacy also functions as a protective factor that helps individuals cope with academic pressure more adaptively (Sulistyowati et al., 2025).

Although various studies have examined factors influencing academic buoyancy, most research has focused primarily on individual psychological factors. Studies that specifically examine strength-based parenting practices in relation to academic buoyancy remain relatively limited. Moreover, most academic buoyancy research has been conducted in Western educational contexts, highlighting the need for studies that examine this concept within different educational and cultural settings, including Indonesia.

On the other hand, research on self-efficacy in educational contexts generally focuses on domain-specific academic self-efficacy. Studies examining the relationship between general self-efficacy, which reflects individuals' overall belief in their ability to cope with various life situations, and academic buoyancy remain relatively limited. In fact, global confidence in one's abilities may serve as an important psychological resource in helping students cope with academic pressures encountered in everyday school life.

Furthermore, research that simultaneously examines external and internal factors in explaining academic buoyancy remains limited. Strength-based parenting represents external support from the family environment, whereas general self-efficacy represents an internal factor derived from individuals' beliefs in their own abilities. The combination of these two factors has the potential to contribute significantly to helping students cope with various academic challenges.

Based on the description above, this study aims to analyze the role of strength-based parenting and general self-efficacy in predicting academic buoyancy among high school students.

Parental support that focuses on children's strengths can help students develop confidence and adaptive strategies in dealing with academic difficulties. Meanwhile, students' beliefs in their own abilities also play a role in helping them persist and continue striving when facing various obstacles in the learning process.

Thus, the hypotheses proposed in this study are as follows:

H1: Strength-based parenting has a positive and significant role in predicting academic buoyancy among high school students.

H2: General self-efficacy has a positive and significant role in predicting academic buoyancy among high school students.
Conceptually, the research model illustrates that strength-based parenting and general self-efficacy function as predictor variables influencing academic buoyancy among high school students.

METHOD

Research Design

This study employed a quantitative approach with a cross-sectional design. This design was selected because it allows researchers to examine relationships among variables at a specific point in time without manipulating the research variables (Creswell & Creswell, 2018). The cross-sectional approach is commonly used in educational psychology research that aims to examine relationships among psychological constructs within a particular population.
In this study, the relationships among strength-based parenting, general self-efficacy, and academic buoyancy were analyzed using hierarchical regression analysis. Hierarchical regression analysis enables researchers to test the contribution of each predictor variable step by step to the dependent variable, allowing the additional contribution provided by each variable in explaining the variation in academic buoyancy to be identified.

Participants

The participants in this study consisted of 302 senior high school students in Indonesia. This sample size was considered adequate for regression analysis because a larger sample size can increase the stability of parameter estimation as well as the statistical power in testing relationships among variables.
Based on gender, 160 respondents (53.0%) were female, and 142 respondents (47.0%) were male. In terms of age, most respondents were between 15 and 17 years old, with the following distribution: 96 students aged 15 years (31.8%), 132 students aged 16 years (43.7%), and 74 students aged 17 years (24.5%).
Based on grade level, 108 students (35.8%) were in Grade 10, 121 students (40.1%) were in Grade 11, and 73 students (24.2%) were in Grade 12. Most respondents were from Grade 11, indicating that most participants were in the middle phase of their senior high school education.
These demographic characteristics are relevant to the purpose of the study, as students in the middle phase of secondary education generally have sufficient academic experience to encounter various everyday academic challenges while still being in the stage of identity development and increasing independence.

Data Collection Technique

The sampling technique used in this study was quota sampling by considering the representation of students' grade levels. Although this technique is not a probability sampling method, it allows for a relatively balanced distribution of respondents from different grade levels within the research population.
Data were collected online through the distribution of questionnaires to students who met the research participation criteria. Before completing the questionnaire, participants were provided with an explanation regarding the purpose of the study, the assurance of data confidentiality, and the respondents' right to withdraw from the study at any time without any consequences. All research procedures were conducted in accordance with the ethical principles of psychological research, including obtaining informed consent and maintaining respondent anonymity.

Research Instruments

Academic Buoyancy Scale

The Academic Buoyancy Scale (ABS) developed by Martin and Marsh (2008) was used to measure students' self-evaluations regarding their ability to cope with everyday academic challenges. This instrument consists of four statement items that assess students' self-perceptions, for example, "I am able to deal with setbacks in my learning process." Responses were provided using a four-point Likert scale consisting of Strongly Disagree, Disagree, Agree, and Strongly Agree. This scale has been adapted to the Indonesian cultural context, with reliability analysis showing adequate construct reliability (CR = 0.823) and variance extracted (VE = 0.54) (Rohinsa Sitompul, 2021). These values indicate that the Indonesian version of the Academic Buoyancy Scale has good reliability.

General Self-Efficacy Scale

The General Self-Efficacy Scale (GSE), developed by Matthias Jerusalem and Ralf Schwarzer (1995), was used to measure students' beliefs in their ability to cope with various life demands. This instrument consists of 10 statement items representing three main dimensions: level, generality, and strength. An example item in this scale is "I can solve difficult problems if I try hard enough." Responses were measured using a five-point Likert scale consisting of Strongly Inappropriate, Inappropriate, Neutral, Appropriate, and Strongly Appropriate. This questionnaire was translated into Indonesian by Novrianto et al. (2019). All items showed t-values greater than 1.96 and positive factor loadings, indicating that this scale is valid for measuring the self-efficacy construct.

Strength-Based Parenting Scale

The measurement of strength-based parenting in this study used the Strength-Based Parenting Scale (SBPS) developed by Waters (2017) and adapted to the Indonesian context by Hardani et al. (2022). This instrument consists of 14 statement items divided into two dimensions: strength knowledge and strength use. The strength knowledge dimension consists of seven items measuring students' perceptions of the extent to which parents recognize their strengths or potential, whereas the strength use dimension consists of seven items measuring the extent to which parents encourage children to use those strengths in various life situations.
Each item was measured using a seven-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (7). The results of the validity test showed item correlation coefficients ranging from 0.539 to 0.839 for all items. Meanwhile, reliability testing using Cronbach's Alpha produced a reliability coefficient of 0.930, indicating that this instrument has very high reliability.

Data Analysis Technique

Data analysis in this study was conducted using hierarchical regression analysis. This analysis was used to determine the contribution of each independent variable to academic buoyancy in stages. In the first step, strength-based parenting was entered as a predictor variable. In the second step, general self-efficacy was added to examine the increase in contribution in explaining the variation in academic buoyancy.
The hierarchical regression approach enables researchers to evaluate changes in the R^2 value at each step of the analysis, allowing the additional contribution of each predictor variable in explaining the dependent variable to be identified

RESULTS AND DISCUSSION

Result

Table 1.
Demographic Characteristics of Participants

Characteristics	Category	n	%
Gender	Male	142	47.0
	Female	160	53.0
Age	15 years	96	31.8
	16 years	132	43.7
	17 years	74	24.5
Grade Level	Grade 10	108	35.8
	Grade 11	121	40.1
	Grade 12	73	24.2

Note. N = number of participants.

A total of 302 senior high school students participated in this study. Based on gender, most respondents were female (53.0%), while 47.0% were male students. In terms of age, most respondents were 16 years old (43.7%), followed by those aged 15 years (31.8%) and 17 years (24.5%). Based on grade level, the largest proportion of respondents came from Grade 11 (40.1%), followed by Grade 10 (35.8%) and Grade 12 (24.2%).
This distribution indicates that most respondents were in the middle phase of senior high school education, a period in which students generally have sufficient academic experience in dealing with various everyday academic challenges.

Table 2. 2
Descriptive Statistics and Correlations Among Variables

Variable	M	SD	1	2	3
1. Strength-Based Parenting	72.41	11.23	—		
2. General Self-Efficacy	33.18	5.74	.34**	—	
3. Academic Buoyancy	12.67	2.41	.39**	.46**	—

Note. N = 302. M = mean; SD = standard deviation. Values represent Pearson correlation coefficients. $p < .01$.

Table 2 shows that the mean score of strength-based parenting was 72.41 (SD = 11.23), indicating that students generally perceived their parents as frequently providing strength-based support. The mean score of general self-efficacy was 33.18 (SD = 5.74), indicating that respondents had a relatively good level of confidence in their ability to cope with various life demands.
Meanwhile, the mean score of academic buoyancy was 12.67 (SD = 2.41), suggesting that most students had a relatively good ability to cope with everyday academic challenges.
The results of the correlation analysis indicate that strength-based parenting had a positive and significant relationship with academic buoyancy ($r = .39$, $p < .01$). In addition, general self-efficacy was also positively and significantly correlated with academic buoyancy ($r = .46$, $p < .01$). These findings indicate that higher levels of strength-based parental support and students' self-beliefs are associated with higher levels of students' ability to cope with everyday academic challenges.

Table 3. 3
Results of Hierarchical Regression Predicting Academic Buoyancy

Predictor Variable	β	t	p
Model 1			
Strength-Based Parenting	.39	7.64	< .001
R^2	.152		
Model 2			
Strength-Based Parenting	.24	4.91	< .001
General Self-Efficacy	.38	7.82	< .001
R^2	.308		
ΔR^2	.156		

Note. N = 302. β = standardized regression coefficient; t = t-statistic; p = significance level; R^2 = coefficient of determination; ΔR^2 = change in coefficient of determination. Values of $p < .05$ indicate statistical significance.

Hierarchical regression analysis was conducted to examine the contribution of strength-based parenting and general self-efficacy to academic buoyancy.
In Model 1, strength-based parenting was entered as a single predictor. The results indicated that strength-based parenting had a significant effect on academic buoyancy ($\beta = .39$, $p < .001$). This variable explained approximately 15.2% of the variance in academic buoyancy ($R^2 = .152$).
In Model 2, the variable general self-efficacy was added to the regression model. The analysis showed that both strength-based parenting ($\beta = .24$, $p < .001$) and general self-efficacy ($\beta = .38$, $p < .001$) significantly predicted academic buoyancy. The inclusion of general self-efficacy increased the R^2 value to .308, indicating that the two variables together explained 30.8% of the variance in academic buoyancy. The ΔR^2 value of .156 indicates that general self-efficacy provided a significant additional contribution in explaining academic buoyancy.
Overall, these results indicate that strength-based parental support and students' beliefs in their own abilities are important factors contributing to students' ability to cope with various everyday academic challenges.

Discussion

This study aimed to analyze the role of strength-based parenting and general self-efficacy in predicting academic buoyancy among high school students. The results showed that both variables had positive and significant relationships with academic buoyancy. These findings indicate that both family environmental factors and individual psychological factors contribute to helping students cope with various everyday academic challenges.
The results showed that strength-based parenting significantly predicted academic buoyancy. This finding indicates that students who perceive their parents as individuals who can recognize and support their strengths tend to have a better ability to cope with various academic difficulties. In the positive psychology approach, strength-based parenting emphasizes the importance of parents helping children recognize their potential and encouraging them to use their strengths in various life situations (Waters, 2017). Previous studies have also shown that adolescents whose parents apply a strength-based parenting approach tend to demonstrate higher levels of perseverance, engagement, and academic achievement compared to students who do not receive similar parenting (Waters, 2019).

Psychologically, strength-based parenting helps students develop positive self-perceptions and strengthens their belief that they can overcome difficulties that arise during the learning process. When students recognize their strengths and receive support to use them, they are more

likely to develop adaptive coping strategies in dealing with academic challenges. In addition, research has shown that adolescents who perceive strength-based parental support tend to report higher levels of psychological well-being and are better able to understand their personal potential (Sumargi, 2021).

In addition to family environmental factors, this study also found that general self-efficacy was a significant predictor of academic buoyancy. Students who have higher levels of confidence in their abilities tend to demonstrate better capability in coping with academic difficulties. This finding is consistent with the self-efficacy theory proposed by Bandura (1997), which states that individuals' beliefs in their capabilities influence how they think, feel, and behave when facing challenges. Individuals with high self-efficacy tend to demonstrate greater persistence, exert more effort, and are less likely to give up when encountering difficulties.

In the context of academic buoyancy, students with higher levels of self-efficacy tend to perceive academic difficulties as challenges that can be overcome through effort and appropriate learning strategies. Recent studies have also shown that self-efficacy is one of the main psychological predictors of academic buoyancy, alongside learning motivation and academic goal orientation (Sari, 2025).

The regression analysis results in this study also showed that when general self-efficacy was included in the model, the model's ability to explain the variance in academic buoyancy increased significantly. This finding indicates that although parental support plays an important role, internal factors derived from individuals' beliefs in their abilities also contribute substantially to determining students' capacity to cope with academic challenges. In other words, academic buoyancy is not only influenced by external support from the family environment but also by the psychological resources possessed by individuals.

The findings of this study contribute to the literature in educational psychology, particularly in understanding factors that influence academic buoyancy among students. Previous studies have indicated that academic buoyancy is influenced by a combination of internal and external factors, including parental support, school environment, and students' self-beliefs (Sari, 2025). Therefore, efforts to develop students' ability to cope with academic difficulties should consider both factors simultaneously.

Practically, the findings of this study provide implications for parents and schools in supporting students' academic development. Parents can help improve students' ability to cope with academic challenges by applying parenting practices that focus on recognizing and developing children's strengths. Meanwhile, schools can develop educational programs that not only emphasize academic achievement but also strengthen students' psychological aspects, such as enhancing self-efficacy and the ability to cope with learning difficulties.

Although this study contributes to understanding factors influencing academic buoyancy, several limitations should be acknowledged. First, this study used a cross-sectional design, which means that causal relationships among variables cannot be directly inferred. Second, the data were obtained through self-report questionnaires, which may involve perception bias from respondents. Therefore, future studies may employ longitudinal designs and include more diverse data sources, such as reports from parents or teachers.

Overall, the results of this study indicate that strength-based parenting and general self-efficacy are important factors contributing to academic buoyancy among high school students. These findings confirm that students' ability to cope with everyday academic challenges is influenced not only by academic factors but also by family support and individuals' beliefs in their own abilities.

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CONCLUSION

This study aimed to examine the role of strength-based parenting and general self-efficacy in predicting academic buoyancy among high school students. The findings indicate that both variables significantly contribute to students' ability to cope with various everyday academic challenges. Strength-based parenting was found to have a positive relationship with academic buoyancy, suggesting that parental support focused on recognizing and developing children's strengths can help students develop more adaptive attitudes when facing learning difficulties. In addition, general self-efficacy was also found to be a significant predictor of academic buoyancy. Students who have stronger beliefs in their own abilities tend to be more capable of maintaining effort, managing academic pressure, and dealing with learning obstacles in a more constructive manner.

Theoretically, the findings of this study strengthen the literature on academic buoyancy by demonstrating that students' ability to cope with academic difficulties is influenced not only by individual factors but also by support from the family environment. Therefore, the development of academic buoyancy among students should be understood as the result of an interaction between external factors, such as parental parenting practices, and internal factors, such as individuals' beliefs in their own abilities.

Practically, the findings of this study provide implications for parents and educational institutions to develop approaches that not only focus on academic achievement but also on strengthening students' psychological resources. Parents can help children develop the ability to cope with academic challenges by recognizing and supporting their strengths. Meanwhile, schools can develop learning programs that encourage the improvement of students' self-efficacy through learning experiences that provide opportunities for students to succeed in overcoming various academic challenges.

Nevertheless, this study has several limitations, particularly due to the use of a cross-sectional design and self-report data, which means that causal relationships among variables cannot be directly inferred. Future research is recommended to employ longitudinal designs and include other psychological variables that may influence academic buoyancy, such as academic motivation, resilience, and student engagement, to provide a more comprehensive understanding of the factors that support students' ability to cope with various academic difficulties.

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