


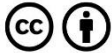
Student Self-Efficacy is Viewed Through Parental Involvement, Teacher Support, and Peer Support

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<p>Submitted: 2024-01-09</p> <p>Revised: 2024-02-07</p> <p>Accepted: 2024-02-19</p> <p>Keywords: student self-efficacy; parental involvement; teacher and peer support</p> <p>Copyright holder:  Laka, L., & Suryanto, S. (2024)</p> <p>This article is under: </p> <p>How to cite: Laka, L., & Suryanto, S. (2024). Student Self-Efficacy is Viewed Through Parental Involvement, Teacher Support, and Peer Support. <i>Bulletin of Counseling and Psychotherapy</i>, 6(1). https://doi.org/10.51214/00202406777000</p> <p>Published by: Kuras Institute</p> <p>E-ISSN: 2656-1050</p>	<p>ABSTRACT: Self-efficacy influences students' beliefs to achieve the desired results. The social environment was vulnerable to the development of student self-efficacy because it functioned as a source of information that students perceived. This study aimed to analyze student self-efficacy in terms of parental involvement and teacher and peer support. These participants involved 400 SMK students in Pasuruan Regency, who were selected using a multi-stage random sampling technique. The research instrument used a self-efficacy scale with the test results producing a reliability coefficient of .780, parental involvement .785, teacher support .572, and peer support .834. Data analysis used PLS-SEM. Based on the probability value of F-statistics, the p-value was $.000 < \alpha$ ($\alpha = .05$), meaning that there was an influence from the three predictor variables simultaneously on student self-efficacy. Partially, the t-statistical value of the three variables was also proven to be greater than the t-table (1.96), with parental involvement of 2.868, teacher support of 8,970, and peer support of 4,101. Thus, simultaneously, predictor variables had an effect on self-efficacy, and partially, teacher support had the most significant effect, followed by peer support, and parental involvement had the slightest effect.</p>
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INTRODUCTION

The biggest challenge in the world in the current era of globalization is the exchange of opinions, products, and cultural elements that encourage interdependence between nations (Nadiia et al., 2022). The impact of international interactions has penetrated various aspects of life (Yee et al., 2021). On the one hand, globalization can give rise to conflicts and threats (such as promiscuity, consumerism, social inequality, hedonism, etc.). However, on the other hand, globalization also provides opportunities for human prosperity (Jahanger et al., 2022). In the end, according to (Yuniarto, 2015), this condition requires that society be able to adapt to the changes that occur.

The ability of each nation to overcome various problems and take advantage of opportunities at the global level to achieve the desired level of prosperity is primarily determined by "one of them" namely by prioritizing the importance of education. Education regulations, pathways, levels, and types have been regulated through Undang-Undang No.20 Tahun 2003 concerning the National Education System. Through this regulation, the government seeks to equip every citizen as mandated by the constitution, with the aim that every citizen can take part in contributing to the world of Indonesian education (Baniyah et al., 2023). By implementing this system, it is hoped that every citizen will have the opportunity to successfully face a variety of life problems, as a manifestation of the government's efforts to develop the quality of the complete Indonesian human being (Laros,

2023). In this effort, which is not easy, education is expected to appear as the main actor in developing the quality of Indonesian people through learning.

Learning is a "safety buoy" provided by educators to lead their students to a platform for developing the potential and skills needed by the students themselves and society in general (Kamaruddin et al., 2023). This understanding is quite in line with the narrative in Undang-Undang No.20 Tahun 2003 which clearly states, "Learning is a process of interaction between students and educators and learning resources in a learning environment." Referring to this formulation, it is the students whose potential is developed. It is students who are the focus of "filling in" their knowledge and skills, both generic and specific skills. Students are the center of the entire series of processes (Jannah et al., 2023). Therefore, every student should have confidence regarding the extent of his "sense of ability" in the learning process. The belief in question refers to a concept called self-efficacy (Arsini et al., 2022).

Since the concept of self-efficacy was introduced by Albert Bandura (1925-2021) in 1977, a lot of research has explored the role of self-efficacy in various areas, be it education, business, athletics, career, and health (Mardiana & Wijono, 2023). This is not surprising, because self-efficacy is the most studied concept in social cognitive theory (Schunk, 2011). In the learning context, self-efficacy is the belief that students have that they can to perform effectively and that positive learning strategies will produce the desired results (Schunk & Meece, 2006; White, 2011). In the view of Bandura (O'Shea, 2006) self-efficacy is crucial because its role is decisive regarding "how individuals feel, think, motivate themselves and behave". Self-efficacy reflects the self-belief, that students "can" or "cannot" carry out the behavior needed to change their environment (Alfaiz et al., 2021). In other words, self-efficacy makes it possible to multiply or even destroy students' potential in learning (Sari et al., 2022). Furthermore, efficacy beliefs are not only related to the ability to control oneself in changing the environment, but also involve self-regulation about thought processes, motivation, and affective and psychological atmosphere (Akhsania et al., 2021). Thus, having self-efficacy becomes very important for every student in the learning process (Abdullah, 2019).

Unfortunately, through exploratory research on students at a study object school, all of whom were in the teenage age range, teachers revealed several indications of low student self-efficacy problems. According to teachers, students generally express hesitation or lack of confidence when expressing opinions. The teacher also admitted that he had received complaints from several students regarding why they did not complete the homework given by the teacher, namely because they felt the assignment was too difficult for them (Liu et al., 2022). Even though other students with the same assignment, can do the assignment correctly and submit it on time. Subjective symptoms related to perceptions of personal incompetence or trying to avoid challenging tasks can certainly spread to other areas, especially impacting academic achievement (Simamora et al., 2020).

Apart from the problem of low student self-efficacy, another thing that was revealed through interviews with teachers was the phenomenon of students' parents tending to "surrender" to the school. This phenomenon can be a sign that there is a high level of trust in the school, but on the other hand, parental involvement in the learning process of their children is very important, and its influence cannot be ignored. Dividing the burden of responsibility between "home" and "school" for student learning can certainly be an unsettling dichotomy, so it will be more constructive when parents and teachers build synergy in providing support to students in learning. According to Vandergrift & Greene (1992), the fundamental question for the progress of the world of education today is how to increase parental involvement in the student learning process. Numerous studies have proven that parental involvement is associated with many positive student academic outcomes (Liu et al., 2010).

Apart from the importance of parental involvement and teacher support, peer support is also important, as stated by [Schunk & Meece \(2006\)](#), that the "main" social influence on individual self-efficacy in adolescence is friends and peer networks. According to Ryan (in [Schunk & Meece, 2006](#)) students tend to choose friends and peer groups based on similarities which has the potential to increase the influence of modeling. Adolescents also obtain a lot of self-efficacy information from the family (especially parents) and the home environment ([Schunk, 2011](#); [Schunk & Meece, 2006](#)). In addition, Schunk and Meece explained that schools, parents and teachers can increase students' self-efficacy by creating a supportive environment.

One interesting study, which intersects with this research, was conducted by ([Platnick, 2008](#)) who examined differences in perceptions of social support (parents, teachers, classmates) and self-efficacy as well as the use of self-regulated learning of students in New York, finding that self-Student efficacy (classes VI, VII, and VIII) did not show any significant differences. In sixth-grade students, it turns out that self-efficacy is not significantly correlated with the perception of the importance (importance) of social support. In class VII students, self-efficacy was significantly correlated with the perceived frequency of social support, but not correlated with the perceived importance of social support. Meanwhile, for class VIII students, self-efficacy was significantly correlated with the perceived frequency of social support from classmates and parents. It also correlates with the importance of support from parents and teachers but does not correlate significantly with the importance of support from classmates.

Through regression analysis, it was also proven that only the frequency of support from classmates and parents was a predictor of self-efficacy. According to Rubel, the frequency of teacher support and the importance of support from parents, teachers, and classmates are not significant predictors. This is different from the findings of [Riskia & Dewi \(2017\)](#) in Surabaya, without specifying the type of source of social support, according to their research findings, it proves that "there is a significant relationship between social support variables and self-efficacy in students". Likewise, research by [Hanapi & Agung \(2018\)](#) in Riau, with students as the subject, also found that "there is a significant relationship between the variable social support of peers and self-efficacy in students".

Referring to the description above, research regarding self-efficacy related to social support has often been carried out, and generally, previous researchers have attempted to confirm the influence of the social environment in an educational institution on student self-efficacy. However, it seems that not much has been done to describe the influence of social support in the wider social environment on students' self-efficacy. Thus, to fill this void, an in-depth study is needed regarding parental involvement, teacher and peer support. Education stands as a critical factor in enabling nations to navigate global complexities effectively. The Indonesian government, through Undang-Undang No. 20 Tahun 2003, emphasizes the pivotal role of education in fostering national development and equipping citizens with the skills and knowledge necessary for global participation. However, despite regulatory frameworks, issues such as low student self-efficacy and limited parental involvement persist, potentially hindering the realization of educational goals. Understanding the dynamics of social support—encompassing parental involvement, teacher support, and peer interactions—can provide valuable insights into enhancing student self-efficacy within and beyond educational institutions.

Study Aims and Hypotheses

Aim of this research is to investigate the influence of parental involvement, teacher support, and peer support on student self-efficacy within the Indonesian educational context. By exploring the dynamics of social support mechanisms, the study seeks to identify strategies for enhancing student self-efficacy, thereby contributing to the advancement of educational practices and outcomes.

The hypothesis proposed for this study is as follows: "There is an influence of parental involvement, teacher support, and peer support on student self-efficacy." This hypothesis posits that social support mechanisms, encompassing parental, teacher, and peer interactions, significantly contribute to shaping student self-efficacy levels. Through empirical investigation, the study aims to validate and elucidate the intricate relationships between social support and student self-efficacy, thereby informing evidence-based interventions aimed at enhancing educational outcomes and fostering student well-being.

METHODS

Design

In this research, the researcher applied a correlational quantitative approach and determined surveys as the research method. Surveys are a type of research method by takes samples from a population and uses an instrument in the form of a questionnaire as a data collection tool (Mulyadi, 2019). This research aim to analyze and provide an explanation regarding the relationship between different variables, in particular identifying the influence of several predictor variables such as parental involvement, teacher support, and peers on student self-efficacy.

Participants

The population as the generalization area for this research is vocational school students in Pasuruan Regency, totaling 12,462 people. Referring to the formula for determining sample size for a finite population as proposed by Isaac and Michael (in Sugiyono, 2007), a sample of 373 was obtained. However, the sample size also takes into account the interests of data analysis. The number of parameters in this research model is 43, so according to SEM tradition, the research sample size should be between 5 and 10 times the parameters. Thus, it is considered quite robust if the sample size for this research is rounded up to 400 students, the selection process was carried out using a multistage random sampling technique.

Instruments

There are four scales measured, which were overall developed by researchers (without adapting them from other sources), namely the self-efficacy scale, parental involvement, teacher support, and peer support. The four scales utilize ranked answer options, ranging from a very high level of disagreement (1), disagree (2), slightly agree (3), quite agree (4), agree (5), to strongly agree (6). Before being presented to real participants, each scale was selected through a field-tested process, to evaluate the ability of the items to differentiate between people or groups of people who have and do not have the attribute being measured. The discrimination index of the research items can be categorized as high because it is greater than 0.30. The high discriminatory power index of this item is a sign that there is consistency or harmony between the function of the items concerned and the function of the scale as a whole. The four scales are referred to with operational definitions as follows.

Self-efficacy

Self-efficacy in this research is interpreted as the student's self-confidence as the object of study in their ability to solve problems, face different situations, organize and carry out necessary actions, and confidence in their ability to achieve the desired results. This scale consists of 12 statements, with the test results producing a reliability coefficient of 0.780.

Parental Involvement

Parental involvement in this research is the student's perception of the object of study as a result of the evaluation of various behavioral patterns of parents or other family members, either directly or indirectly supporting the student's academic success. Parents who are involved can include various behaviors, including arranging study time, checking activity plans or learning schedules, checking whether their children have done their homework or not, limiting their time playing or watching television, attending meetings at school, and asking questions to teachers regarding the behavior or achievements of their children. This parental involvement scale consists of 16 statements, with the test results producing a reliability coefficient of 0.785.

Teacher Support

Teacher support in this research is students' perceptions of a teacher who cares, encourages, helps, shows a polite or respectful attitude, and shows a willingness to work together with students. This teacher support scale consists of 15 statements, with the test results producing a reliability coefficient of 0.572.

Peer support

Peer support in this research is interpreted as students' perceptions as a result of assessing peer support, both academic and non-academic. The support in question includes several types of support, including assessment, emotional, instrumental and informational support. From these four dimensions, the peer support scale is organized into 12 statements, with the test results producing a reliability coefficient of 0.834.

Data Analysis

The Partial Least Square Path Modeling method was used to analyze the data, using the XLSTAT application as an analysis tool (Vidal et al., 2020). Overall, the steps involved in analyzing this research data begin with designing a structural model, defining a measurement model, creating a path diagram, converting the path diagram into a system of equations, estimating path coefficients, loadings and weights, evaluating the suitability of the model (goodness of fit), and finally prove the hypothesis testing. In short, research data analysis uses a two-step approach, namely evaluating the measurement model, followed by evaluating the structural model to prove whether the research hypothesis that the researcher has proposed is supported or not by empirical evidence.

RESULTS AND DISCUSSION

Results

The results of PLS-SEM testing on research data present the structural equation model as follows:

$$\text{Self-Efficacy} = 0,133351801678901 * \text{Parental Involvement} + 0,405677250306748 * \text{Teacher Support} + 0,195820605649072 * \text{Peer Support}$$

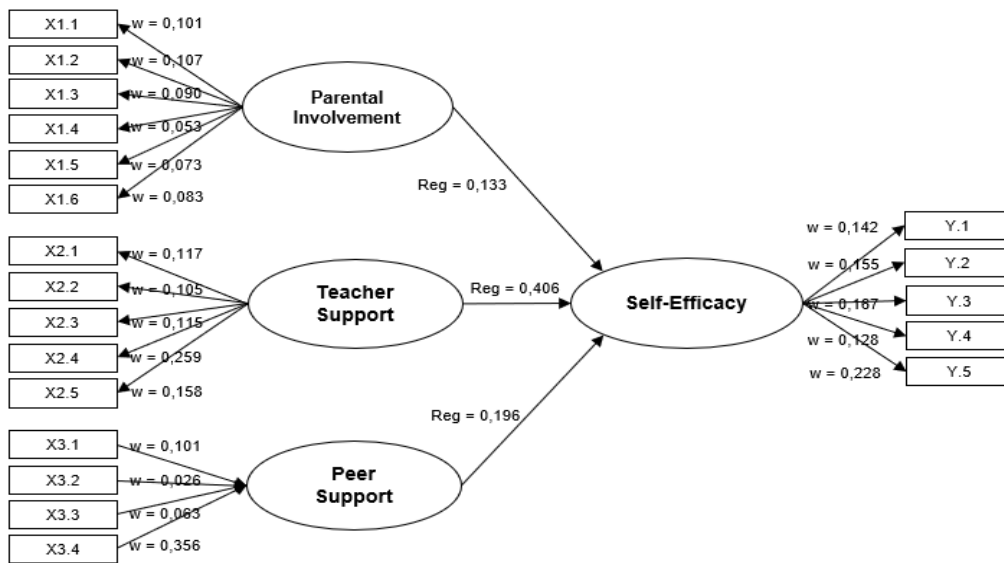


Figure 1. Evaluation of Structural Equation Model

Evaluation of the structural model here is an evaluation of the results of testing the structural model regarding whether there is an influence of the three predictor variables (parental involvement, teacher support, and peer support) on the self-efficacy of students who are the object of study. Referring to the probability value of F-statistics, the p-value obtained is $.000 < \alpha$ ($\alpha = .05$), meaning that there is a significant influence of the three predictor variables on student self-efficacy. The next evaluation, from the coefficient of determination (R^2) value of 0.344, shows the large influence of the three predictor variables simultaneously on the self-efficacy variable. Referring to the rule of thumb proposed by Chin (Latan & Ghozali, 2013; Yee et al., 2021), if the R^2 value is 0.67 which means strong, .33 means moderate, and .19 means weak, then the R^2 value is that (.344), is still categorized as a “moderate” model.

Furthermore, based on partial testing of the three predictor variables on self-efficacy, it turns out that the t-statistics value for the parental involvement variable is $2.868 > t\text{-table } 1.96$ (t-table significance 5% = 1.96); teacher support was $8.970 > t\text{-table } 1.96$; and peer support of $4.101 > t\text{-table } 1.96$ as in the following table 1.

Thus, each predictor variable has a significant effect on self-efficacy. This statement is also supported by evaluating the p-value, for the parental involvement variable $Pr > |t| = .004 < .05$; teacher support $Pr > |t| = .000 < .05$; and peer support $Pr > |t| = .000 < .05$, which means that each predictor variable path coefficient has a significant influence on self-efficacy in the model.

Furthermore, the contribution of each predictor variable to self-efficacy in percentage form is also shown in the contribution to the R^2 (%) line which presents information that the parental involvement variable makes the smallest contribution (13.902%), followed by peer support at 23.786% and peer support at 23.786%. teachers made the largest contribution, namely 62.312%. Apart from R^2 , to validate the model it can also be seen from the effect size (f^2) value in the Path coefficients table (Self-Efficacy / 1). This f^2 value is useful for seeing the contribution of a construct

Table 1. Path coefficients (Self-Efficacy/1)

Latent variable	Value	SE	t	Pr > t	f ²
Parental Involvement	.133	.046	2.868	.004	.021
Teacher Support	.406	.045	8.970	.000	.203
Peer Support	.196	.048	4.101	.000	.042

when it is present and not present in the model system. As seen in the table, the parental involvement variable has an f^2 value of .021; teacher support with an f^2 value of .203; and peer support with an f^2 value of .042. When referring to the rule of thumb proposed by Chin (1998; 2010; in Latan & Ghazali, 2013), (f^2 values of .02, .15, and .35 are interpreted as predictor variables having small, moderate, and large), then parental involvement and peer support have a small influence, while teacher support tends to have a "large" influence at the structural level. The next evaluation is a visualization of the influence (impact) of the three predictor variables on self-efficacy. The bar chart displays the path coefficient values, while the line diagram visualizes the form of the cumulative contribution of R^2 as shown in the following image.

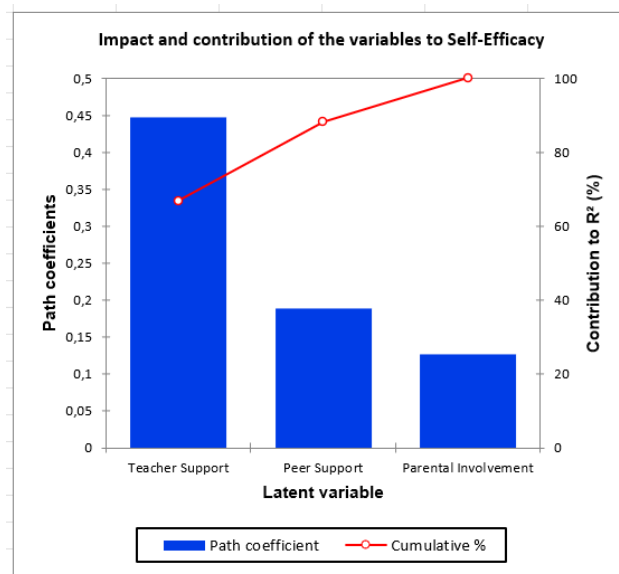


Figure 2. The influence and contribution of the variables parental involvement, teacher support, and peer support on self-efficacy

The figure above explains that the Contribution to R^2 (%) value of each predictor variable for the Self-Efficacy variable shows that the teacher support variable is the predictor variable that contributes the most, followed by peer support, and parental involvement is the smallest.

In the final stage, after evaluating the structural model, a Goodness of Fit (GoF) evaluation is carried out. This index is designed as a single measurement that aims to evaluate overall both the measurement model (outer model) and the structural model (inner model). This value is a global validation that includes the R^2 and commonalities values. The global fit measure recommended by Tenenhouse (Yamin & Kurniawan, 2011) is "GoF statistics ($0 < \text{GoF} < 1$), value 0.1 (small GoF); .25 (moderate GoF); and .36 (large GoF)". In the context of the Goodness of Fit index table (1), it was found that the absolute GoF obtained was .411, which exceeds the value of .36 (large GoF). This shows that this research model has a large level of feasibility. When GoF has a large value, this indicates that there is a high level of agreement between the data used and the model built.

Discussion

The results of hypothesis testing prove, "there is an influence of parental involvement, teacher support, and peer support, together, on student self-efficacy." This simultaneously proven hypothesis supports the views of several previous theorists, that student beliefs are formed by students' perceptions of their learning environment (Hsieh et al., 2008) and the social environment that is important for them. each student is their parent, peer, and teacher guru (Frenzel et al., 2007). Parents and teachers can increase self-efficacy through arranging a supportive environment (Schunk &

Meece, 2006). When viewed from the coefficient of determination (R^2), the influence of the three predictor variables on self-efficacy can be categorized as "moderate", where the largest contributor is teacher support, followed by peer support, and parental involvement is the smallest contributor. This implies, that among the three predictor variables, teacher support is the variable that has the most influence on the self-efficacy of students who are the object of study.

Partially, the influence of each predictor variable (parental involvement, teacher support, and peer support) can be explained as follows. The influence of parental involvement on self-efficacy. When parents are involved in their children's educational process, according to Henderson and Bella (in Terry-Hill, 2008), children's test scores and reading achievement are higher, attendance rates are better, more homework can be done, and graduation rates are also higher (Septisia et al., 2021). Higher participation in education is greater, attitudes and behavior are more positive, and negative behavior tends to decrease. Parental involvement is important for students' self-efficacy because the influence of self-efficacy is first obtained by individuals from their families. When parents are involved in the educational process, the child's perception of competence becomes greater (Fan & Williams, 2009). In this research, it was found that parental involvement had a positive and significant influence on students' self-efficacy.

The findings of this research imply that social persuasion is a way to strengthen students' beliefs. However, to be an effective persuader, according to Bandura you must know the right conditions, because if not, the result will be reduced self-efficacy (Akhsania et al., 2021). For example, what persuaders express must be facts, acceptable to common sense, not empty praise or inspirational statements. However, if we look at the contribution value of each predictor variable to Self-Efficacy, it turns out that Parental Involvement has the smallest contribution. This is also in line with exploratory research findings, that parents tend to "surrender" to the school. Perhaps, due to low education, parents realize that their role as persuaders tends to be less effective.

The influence of teacher support on self-efficacy. A crucial factor in the development of students' self-efficacy is support from their teachers (Mitchell & DellaMattera, 2011). Teachers and parents can increase student self-efficacy by arranging a supportive environment (Schunk & Meece, 2006). Teachers can be persuaders to grow students' confidence in facing assignments. The importance of teacher support for self-efficacy is expressed through research by Andrew and Vialle (in Majzub & Yusuf, 2010), which suggests that the higher a student's feelings of efficacy, the higher the achievement and strategies used. In this research, it was found that the teacher support factor had a positive and significant influence on student self-efficacy, as well as having the greatest influence when compared with the other two predictors (parental involvement and peer support). This is not too surprising, because students who feel social support from their teachers tend to be more likely to meet teacher expectations, which in turn leads them to fulfill teacher expectations (Wang & Eccles, 2012).

This finding means that student self-efficacy is closely related to the ability to solve problems, deal with various situations, organize and carry out necessary actions, as well as the ability to achieve desired results, which is greatly influenced by students' perceptions of their teacher's support. The greater the teacher's support perceived by students, the greater the student's self-efficacy beliefs. According to Pajares (2005) students' self-efficacy tends to increase when feedback is given as often as possible and done immediately, especially when students demonstrate ability in carrying out academic tasks. When students are taught to relate feedback to their own efforts, according to Pajares, students will also work harder, experience stronger motivation, and report more efficacy to take the next lesson (Schunk, 2011) also expressed the same thing that students who received encouraging feedback from teachers felt more personally effective and worked harder to achieve

success. The importance of feedback is carried out as often as possible and immediately becomes a form of teacher behavior that is meaningful for students. Several of these theoretical views firmly support the validity of this research.

The influence of peer support on self-efficacy. Peer support allows mutually supportive interactions to occur (Cyr et al., 2016). During adolescence, peers are an important source of support (Kiran-Esen, 2012). Based on data analysis, it shows that peer support has a positive and significant effect on students' Self-Efficacy. Therefore, it can be concluded, that peer support increases, then this increase in support has the potential to also increase the self-efficacy of the study object students. The opposite condition occurs, if peer support decreases, then the decrease in support also has the effect of reducing the self-efficacy of the study object students.

This finding means that students' self-confidence regarding their ability to solve problems, face various situations, organize and carry out necessary actions, as well as their ability to achieve desired results, is influenced by students' perceptions of the support of their peers, whether in the form of emotional, instrumental, assessment, or peer support. information support. The results of this study support the opinion of Schunk & Meece (2006) who stated that the main social influence on adolescent self-efficacy is their peers. When observing a peer succeeding in a task, it can increase the self-efficacy of the observing friend (observer) in directing confidence in their ability to complete the task, but when the peer is unsuccessful, the observer's self-efficacy also tends to decrease. The findings of this research confirm the research findings of Platnick (2008), which examined social support (parent, teacher, classmate) perceived by students and the relationship between this social support and the use of Self-Regulated Learning strategies and the self-efficacy of public high school students in the New York metropolitan area. City - America, where Rubel found that the perceived frequency of classmate support was proven to be a predictor of the self-efficacy variable.

The results of this research are in line with the findings of Platnick (2008) in America, which proves that the perception of the frequency of parent and classmate support is a predictor of self-efficacy variables. However, it is contradictory when it is related to the analysis of teacher support because this research proves that teacher support has the largest contribution among the three forms of social support, while the perception of the frequency of teacher support in research conducted by Platnick (2008) is not a significant predictor of the self-efficacy variable. Furthermore, if connected with the results of other research, whether this research is supported by previous research results or not, it turns out that the results of this research also support the research findings of Riskia & Dewi (2017) in Surabaya which concluded that there is a significant "relationship" between social support and self-efficacy in students.

Based on the analysis of research results as described above, it is proven that parental involvement, teacher support, and peer support influence student self-efficacy. It can be confirmed theoretically that if parental involvement, teacher support, and peer support are high, then students' perceptions of high parental involvement, teacher support, and peer support have the effect of increasing self-efficacy. On the other hand, if parental involvement, teacher support, and peer support are low, then students' perceptions of low parental involvement, teacher support, and peer support also have the effect of reducing student self-efficacy.

Implications

The findings of this research carry significant implications for both theoretical understanding and practical application in the field of education. The study provides empirical support for the

influence of parental involvement, teacher support, and peer support on student self-efficacy, reinforcing the crucial role of social support mechanisms in shaping students' beliefs and behaviors. Moreover, it contributes to the existing knowledge by highlighting the varying impact of each form of social support, particularly emphasizing the substantial influence of teacher support on student self-efficacy compared to parental involvement and peer support. Educators and policymakers can leverage these findings to develop targeted interventions and programs aimed at enhancing student self-efficacy. Strategies focusing on increasing parental involvement, nurturing supportive teacher-student relationships, and promoting positive peer interactions can be implemented to bolster students' beliefs in their capabilities. Additionally, schools and educational institutions may consider implementing training programs for teachers and parents to equip them with the necessary skills and knowledge to provide effective support for students' self-efficacy development. Awareness campaigns emphasizing the importance of social support networks in fostering students' academic and socio-emotional growth can also be beneficial.

Limitations and Future Research Direction

However, it is important to acknowledge the limitations of this study for future research endeavors. These include the need for studies with diverse samples and settings to enhance generalizability, longitudinal investigations to explore causal relationships over time, examination of mediating and moderating factors to elucidate underlying mechanisms, and integration of mixed-methods approaches for a comprehensive understanding of students' experiences with social support and its impact on self-efficacy. Addressing these limitations will contribute to a more nuanced understanding of the complex interplay between social support and student self-efficacy, informing evidence-based interventions and practices in education.

CONCLUSION

The conclusion that can be drawn regarding the hypothesis that has been proposed is that "parental involvement, teacher support, and peer support simultaneously influence student self-efficacy." The same results were also shown in partial relationships, both parental involvement, teacher support, and peer support were also proven to influence students' self-efficacy. If we look at the partial comparison of the influence of the three independent variables, the contribution of teacher support is the largest. followed by peer support, and parental involvement were proven to have the smallest contribution to the self-efficacy of study object students. Overall, this research indicates that there is a high level of conformity between the model built and the empirical data used. Based on the conclusions of this research, it is hoped that it will become a practical guide for policymakers in schools. For example, programs in schools strive to reflect participatory decision-making, thereby increasing opportunities for mutual support between peers, parents can be involved, and teachers can also realize their support more optimally. About teachers, it has been proven that teacher support has the greatest influence, this means that social persuasion originating from teachers has proven to be the most effective way to develop student self-efficacy.

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All authors have read and approved the final version of the manuscript.

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