



The Effectiveness of Spiritual Parenting Training in Enhancing Parental Self-Efficacy among Working Mothers

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Abstract

Working mothers face various role demands in their lives, making them more susceptible to role conflicts that can affect their self-confidence in providing parenting and education to their children, also known as parental self-efficacy. One of the factors that influences the level of parental self-efficacy is their knowledge and values of beliefs. Spiritual parenting training is one of the efforts aimed at increasing parental self-efficacy. This study aims to examine the effectiveness of spiritual parenting training as an effort to increase parental self-efficacy in working mothers in Makassar City. This study used a quasi-experimental design with a one-group pre-test post-test model involving 10 participants. The measuring instrument used was the parental self-efficacy scale with a reliability value of 0.990. The results of the study reveal an increase in parental self-efficacy with an average pre-test score of 102 and a post-test score of 128. Data analysis was conducted using the Wilcoxon signed rank test technique with a significance value of 0.0025 ($p < 0.05$). The spiritual parenting training increases awareness of the importance of mothers' roles and the commitment to parenting, which has an impact on the increase of parental self-efficacy of working mothers in Makassar City.

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INTRODUCTION

The development of a child's character and behavioral dispositions is strongly influenced by the family environment, with parents serving as the primary agents in shaping early development. Character education fundamentally originates within the home context, where the mother often assumes a central and foundational role. As the primary caregiver, the mother is chiefly responsible for nurturing and guiding the child, who represents the focal point of character formation within the family system. (Razak, 2019; Anggresta, Maya & Saleh, 2021; Meinaro, 2010). Mothers serve as the primary educators of their children, providing guidance across multiple domains, including physical, psychological, social, and spiritual development. For working mothers, however, the simultaneous assumption of dual roles constitutes a distinct challenge, as they are required to manage both professional and domestic responsibilities effectively. These competing demands increase vulnerability to role conflict and parenting-related stress. Such conditions may adversely affect maternal self-efficacy in childrearing and educational practices (Mellinea & Putri, 2022).

The roles of parenthood and career development typically emerge during early adulthood. This developmental stage is characterized by significant transitions, marked by the emergence of new life phases and responsibilities. Individuals in early adulthood are expected to assume multiple roles, including those of a spouse, parent, and professional (Hurlock, 2003). Early adulthood is generally regarded as a period of maturity, during which individuals demonstrate greater readiness for parenthood. Many individuals entering this developmental stage actively prepare themselves to understand and assume the roles and responsibilities associated with becoming parents. However, for some, the transition to parenthood and the accompanying change in family status can be unexpected, as it involves substantial shifts in behavior, values, and social roles (Izza & Andromeda, 2019). This is consistent with preliminary survey findings, which indicate that approximately 65% of individuals in early adulthood experience heightened concerns regarding work, education, and family life.

Parental unpreparedness is closely

associated with parents' confidence in their ability to provide childcare, particularly following the birth of a first child, which introduces new roles and responsibilities for married couples. According to Azmoude, E., Jafarnejade, S., and Mazlom, S., these newly assumed roles and responsibilities may contribute to a lack of confidence in parents' ability to care for their children. This perceived lack of confidence is commonly conceptualized as parental self-efficacy (Suratmi & Mariani, 2023). Parental self-efficacy refers to parents' beliefs in their ability to provide high-quality care and to play a critical role in supporting optimal child development. Parents with low levels of parental self-efficacy are more likely to perceive parenting as burdensome and are more vulnerable to experiencing stress. (Santrock & Warshak, 2015; Glatz & Buchanan, 2023).

Enhancing parental self-efficacy can be achieved through targeted interventions, particularly through structured educational and training programs (Proctor, Brestan-Knight, Fan & Zlomke, 2018), the availability of social support from the surrounding environment (Salonen, 2009; Bornstein & Lamb, 2019; Nataputeri & Handayani, 2022), parenting experience (Coleman & Karraker, 2005), professional counseling or psychotherapy (Fang, Boelens, Windhorst, Raat, & Grieken, 2020) and engage in self-reflection (Stuhrmann, Gobel, Bindt, & Mudra, 2022).

The results of a preliminary survey assessing parental self-efficacy among 20 working mothers indicated that 25% ($n = 5$) of participants fell into the low category, 60% ($n = 12$) into the moderate category, and 15% ($n = 3$) into the high category. The survey further revealed that doubts in providing childcare and managing parenting-related problems were associated with several factors, including limited knowledge of parenting, lack of parenting experience, insufficient social support, and inadequate emotional regulation.

Based on the initial survey, efforts to enhance parental self-efficacy among working mothers in this study employed educational and training approaches, which are considered preventive strategies to reduce parenting errors. A study by Sari, (2020) found that parents with sufficient knowledge are less likely to make mistakes that may negatively

affect their children. Although parents may feel happy and fulfilled in their parental roles, inappropriate parenting behaviors may still occur. However, knowledge and understanding acquired through reading and other parenting-related activities can contribute to more informed and effective childcare practices.

The training program developed in this study adopts a training framework that provides an understanding of child-rearing and educational practices grounded in spiritual values derived from Islamic teachings. The spiritual dimension integrated into parenting emphasizes divine principles and enhances parental awareness, enabling parents to gain a deeper understanding of the meaning and purpose of life within the parenting process (Doe & Walch, 2001). In line with the view expressed by Jannah, N. (2020), her study indicates that religious values provide meaning, experiences, and beliefs for parents, which in turn enhance their confidence and contribute to the development of parental self-efficacy, as they gain a clearer understanding of their responsibilities in educating children

METHODS

This study employed a quasi-experimental design using a one-group pre-test–post-test approach to examine the effectiveness of spiritual parenting training on parental self-efficacy among working mothers in Makassar City. The sampling technique used in this study was purposive sampling, with the following inclusion criteria: (a) working mothers, (b) aged 20–40 years, (c) with a marriage duration of 1–10 years, (d)

having children aged 0–8 years, and (e) not being single parents. Based on these criteria, 10 participants who were willing to take part in the study were recruited.

The spiritual parenting training implemented in this study is a structured intervention designed to provide knowledge and understanding of spiritual parenting concepts based on Islamic child-rearing principles. The training encompasses materials on the mother's role as *madrasatul 'ula* (primary educator), the child's position as an *amanah* (trust), and Islamic models of child-rearing. The training activities include discussion sessions, parenting reflection exercises, and structured worksheets.

Parental self-efficacy in this study refers to the level of confidence of working mothers in their parenting roles and their perceived ability to effectively perform parenting tasks. It is measured based on five dimensions proposed by Coleman, P. K. and Karraker, K. H. (2000), namely: (1) discipline, which reflects mothers' confidence in establishing rules and providing guidance; (2) achievement, which refers to mothers' confidence in supporting children's accomplishments; (3) recreation, which involves mothers' confidence in creating meaningful quality time; (4) nurturance, which represents mothers' confidence in providing emotional warmth and affection; and (5) health, which reflects mothers' confidence in maintaining their children's physical well-being

RESULTS AND DISCUSSION

Table 1. Descriptive Statistics of the Hypothetical PSE Scale Data

Skala	N	Range	Min	Max	Mean	SD
<i>Parental self-efficacy</i>	31	114	31	155	93	21

Based on the table 1 above, the parental self-efficacy scale used in this study consisted of 31 items with a 5-point Likert response scale. Accordingly, the minimum possible score was 31 and the maximum score was 155, yielding a score range of 124. The mean score of parental self-efficacy was 93, with a standard deviation of 21. Based on these hypothetical statistical data, the categorization of the total parental self-efficacy scores was determined as presented in the following table 2.

Table 2. Categorization of Parental Self-Efficacy Scale Scores

Score Range	Category
$X < 72$	Low
$72 \leq X < 114$	Moderate
$114 \leq X$	High

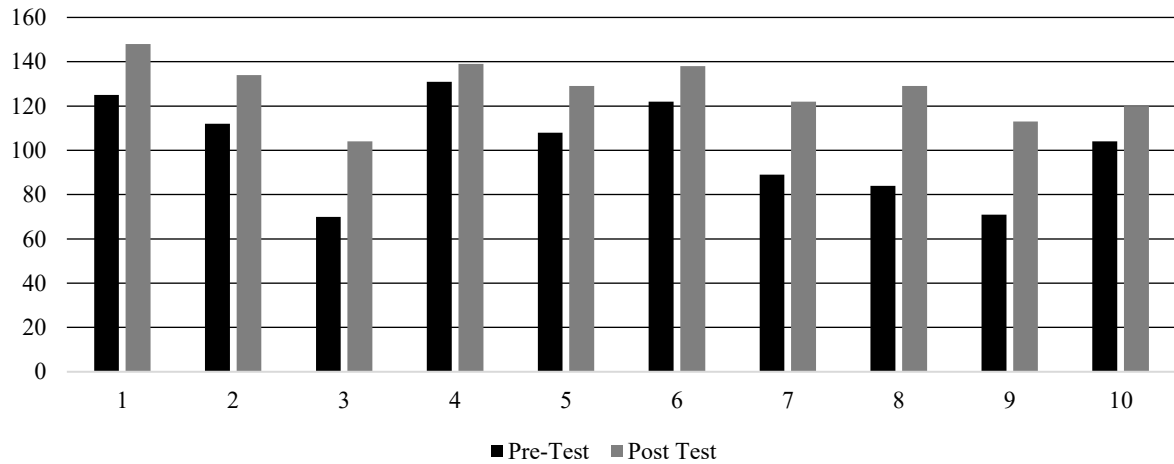


Figure 1. Changes in Total Parental Self-Efficacy Scores for Each Participant

Based on the categorization presented above, scores in the low category are defined as those below 72, while scores in the moderate category range from 72 to less than 114. Scores in the high category are those equal to or greater than 114. The categorization of changes in participants' parental self-efficacy is presented in the following figure 1.

Based on the figure above, the categorization of participants at the pre-test stage showed that two participants (20%) were in the low category with scores below 72, five

participants (50%) were in the moderate category with scores ranging from 72 to 113, and three participants (30%) were in the high category with scores above 113. In contrast, at the post-test stage, two participants (20%) were in the moderate category with scores between 72 and 113, while eight participants (80%) were in the high category with scores above 113. These findings indicate an increase in parental self-efficacy following the training intervention.

Table 3. Comparison of Pre-Test and Post-Test Results

		Ranks		
		N	Mean Rank	Sum of Ranks
<i>Pretest – Post betest</i>	<i>Negative Ranks</i>	0 ^a	0,00	0,00
	<i>Positive Ranks</i>	10 ^b	5,50	55,00
	<i>Ties</i>	0 ^c		
	<i>Total</i>	10		

Based on the table above, it can be observed that 10 participants showed higher post-test scores, with a mean rank of 5.50 and a sum of ranks of 55.00. These results indicate an increase in scores (post-test > pre-test) following the training intervention. This

finding suggests that the spiritual parenting training effectively improved parental self-efficacy among working mothers in Makassar City. The results of the hypothesis testing in this study are presented in the following table 4.

Table 4. Hypothesis Testing Results Using the Wilcoxon Signed-Rank Test

	Post-test-pre-test
Z	-2,805 ^b
Asymp. Sig. (2-tailed)	0,005
Asymp. Sig. (1-tailed)	0,0025

Based on the hypothesis testing results using the Wilcoxon signed-rank test, the significance value (one-tailed) was 0.0025 ($p < 0.05$). This indicates a statistically significant difference in the mean level of parental self-efficacy before and after the intervention. Therefore, it can be concluded that the spiritual parenting training was effective in improving parental self-efficacy among working mothers in Makassar City.

Discussion

This study involved 10 working mothers aged 27–34 years, all of whom were in early adulthood. Early adulthood is a transitional stage following adolescence, during which individuals begin to assume new responsibilities and encounter various developmental challenges. This is consistent with the view of Hurlock, (2003), who stated that early adulthood spans from approximately 18 to 40 years of age, a period in which individuals are expected to assume new roles such as spouse, parent, and professional. Similarly, Sigelman, & Rider (2018) noted that the transition to parenthood is often associated with cognitive and behavioral unpreparedness, which may contribute to lower levels of parental self-efficacy.

The participants in this study were working mothers with children aged 0–8 years. Working mothers face various challenges in balancing attention between occupational and family responsibilities. These difficulties may lead to emotional burden, internal conflict, and persistent fatigue, which may indicate lower levels of parental self-efficacy. This is consistent with the findings of Mellina, A. and Putri, D. (2022), who reported that mothers performing dual roles in parenting are more vulnerable to role conflict and stress, which in turn may affect their levels of parental self-efficacy.

The measurement of parental self-efficacy prior to the training intervention showed that 20% of mothers were in the low category, 50% were in the moderate category, and 30% were in the high category. These

findings indicate the importance of implementing programs aimed at enhancing confidence in parenting roles as a preventive strategy to reduce potential child developmental problems. Following the training intervention, the results showed that 20% of mothers were in the moderate category and 80% were in the high category. These results suggest an overall improvement in parental self-efficacy among participants who received the training.

The spiritual parenting training in this study served as an intervention program designed to provide education on parenting concepts, particularly those grounded in Islamic teachings. The concept of spiritual parenting emphasizes an understanding of parental responsibilities in child-rearing in accordance with religious principles and values. By internalizing these obligations and values within an Islamic framework, working mothers are expected to develop stronger parental self-efficacy in raising and educating their children. Religion and culture play a significant role in shaping parents' beliefs and guiding the development of parental self-efficacy (Coleman, P. K. & Karraker, K. H., 2005). This is also consistent with the findings of Jannah, N. (2020), who stated that religious values provide meaning, experiences, and beliefs for parents, thereby enhancing their confidence and facilitating the development of parental self-efficacy, as they gain a clearer understanding of their responsibilities in child-rearing.

Participants understanding of Islamic parenting concepts and values before and after the training intervention was assessed through learning evaluations. The mean score prior to the training was 4.2, which increased to 10.3 after the training. Based on these mean scores, it can be concluded that participants' understanding improved following the training intervention. This finding indicates an increase in participants' knowledge, which in turn contributes to enhanced parental self-efficacy. Knowledge is one of the factors that influences individuals' self-efficacy beliefs (Bandura, A.,

1997). In the context of parenting, self-efficacy is associated with parents' efforts to enhance their knowledge, such as participating in educational programs or reading literature related to child-rearing (Coleman, P. K. & Karraker, K. H., 1998). This is also consistent with the community service program conducted by Jalal, et al. (2023), which reported that educational programs have a positive effect on improving parents' understanding of child developmental aspects.

An increase in parental self-efficacy was observed based on hypothesis testing using the Wilcoxon signed-rank test, which yielded a significance value of 0.0025 ($p < 0.05$). Based on these results, the research hypothesis was accepted, indicating that the spiritual parenting training was effective in improving parental self-efficacy among working mothers in Makassar City. This finding is consistent with the study conducted (Sari, 2020), which reported that parents with adequate knowledge are more confident in their parenting practices and are less likely to make mistakes that may negatively affect their children. Similarly, Jannah, N. (2020) stated that understanding parental responsibilities and child-rearing concepts based on religious teachings and cultural values can enhance parents' confidence in implementing effective parenting practices.

The improvement in participants' parental self-efficacy was reinforced through training activities designed based on the mastery experiences strategy. Gosselin (2003) defined mastery experience as the successful acquisition of skills or prior experiences of achievement. Previous experiences serve as a primary source of information that plays a crucial role in the development of self-efficacy. The spiritual parenting training in this study consisted of two main sessions, namely materials on the role of mothers and the position of children in Islam, as well as Islamic child-rearing practices. In the first session, activities included experience sharing and reflective discussion, where participants shared their parenting experiences and engaged in brainstorming by writing down the insights and meanings they derived from their experiences as parents. These activities encouraged participants to engage in self-reflection, which in turn strengthened self-awareness of their parenting capabilities and

fostered positive feelings associated with their role as mothers.

The second session involved parenting reflection activities aimed at promoting relaxation and enhancing participants' confidence in fulfilling their parenting roles. In this activity, participants were provided with three worksheets. The first worksheet required participants to write messages intended for their children. The second worksheet involved identifying their strengths and weaknesses in parenting practices. The third worksheet was a self-monitoring checklist in which participants listed positive parenting behaviors they intended to implement after the training. Participants were instructed to review and evaluate the checklist they had completed over a six-day period following the training intervention. This independent activity was designed to encourage the habitual practice of positive behaviors developed during the training through the use of the provided checklist (Noe, R. A., 2010). These activities fostered and strengthened the emotional bond between mothers and children, which in turn may enhance self-efficacy by increasing mothers' awareness of the importance of their role and their commitment to parenting.

Based on the discussion above, it can be concluded that the spiritual parenting training implemented in this study was effective in improving parental self-efficacy among working mothers in Makassar City. Participants demonstrated a better understanding of their responsibilities and Islamic child-rearing models, which in turn enhanced their confidence in providing care and education for their children. This intervention may serve as a preventive strategy to reduce parenting-related errors. However, this study has a limitation in that it did not include a comparison or control group in the training implementation; therefore, the findings cannot be generalized to a broader population of participants.

CONCLUSION DAN SUGGESTIONS

Based on the results of the learning evaluation and hypothesis testing, the study revealed differences between pre-test and post-test scores, indicating an improvement following the training intervention. Therefore, it can be concluded that the spiritual parenting training was effective in enhancing parental

self-efficacy among working mothers in Makassar City.

For practical implications, it is recommended that parents, particularly working mothers, create meaningful quality time with their children by applying Islamic child-rearing principles and integrating them into daily interactions with their children. In addition, parents are encouraged to engage in regular self-reflection and participate in various parenting programs to strengthen their confidence in performing parenting roles, which in turn may positively influence child development.

For future research, it is suggested that: (a) additional indicators influencing parental self-efficacy be considered; (b) structured activities be developed along with direct monitoring of daily checklist implementation; and (c) a larger and more diverse sample of participants be involved to allow for the inclusion of a control group as a basis for comparative analysis of research findings.

CRedit authorship contribution statement

Ihda Al Husnayaini: Developed the research conceptual framework, designed and conducted the research based on the methods and interventions, conducted data analysis, and revised the review and edited the manuscript. **Syamsul Bachri Thalib:** Data analysis and correction, validation, and manuscript writing. **M. Ahkam Alwi:** Validation, revised the review results; methodology, **Ahmad Razak:** conducted data analysis, revised the review and edited the manuscript, **Abdul Saman:** conducted data analysis, revised the review and edited the manuscript.

Declaration of competing interests

The authors confirm that this research was conducted objectively and independently and have no personal interests or relationships that could create a conflict of interest.

Declaration of the use of AI

The authors did not use AI tools in preparing this manuscript.

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