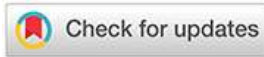


## THE INFLUENCE OF SELF-EFFICACY ON FUTURE ORIENTATION WITH SOCIAL SUPPORT AS A MEDIATION VARIABLE IN CHILDREN IN LPKA CLASS I TANGERANG



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### ABSTRACT

*Limited space for movement and negative stigma as lawbreakers cause foster children to feel pessimistic and hopeless, thus reducing children's motivation to plan for their future. Various efforts are needed to build children to be optimistic about having a good future orientation. This study aims to provide an analysis of the relationship between self-efficacy and social support to the future orientation of fostered children while proving whether social support can be a mediator between self-efficacy and future orientation. This study uses quantitative research methods with non-probability sampling techniques on as many as 109 foster children. The data collection technique was carried out using a questionnaire. The measuring instruments used include General Self-Efficacy (GSE), Social Support Scale (SSS), and Future Orientation Scale (FOS). There are 77 statements that are used as indicators in this study. Data analysis techniques carried out through normality tests, multiple linear regression tests, correlation tests, Sobel tests, and determination tests were processed using JASP software version 0.14.1.0. The results showed a significant positive relationship between self-efficacy and future orientation with a coefficient of determination ( $R^2 = 0.318$ ) as well as social support and future orientation with an  $R^2$  of 0.473, and the Sobel test showed that social support significantly mediated the relationship between self-efficacy and future orientation. In conclusion, self-efficacy and social support contribute positively to the future orientation of foster children, and social support can act as a mediator to strengthen the influence of self-efficacy on future orientation.*

**Keywords:** Self-Efficacy; Future Orientation; Social Support; Foster Children; LPKA



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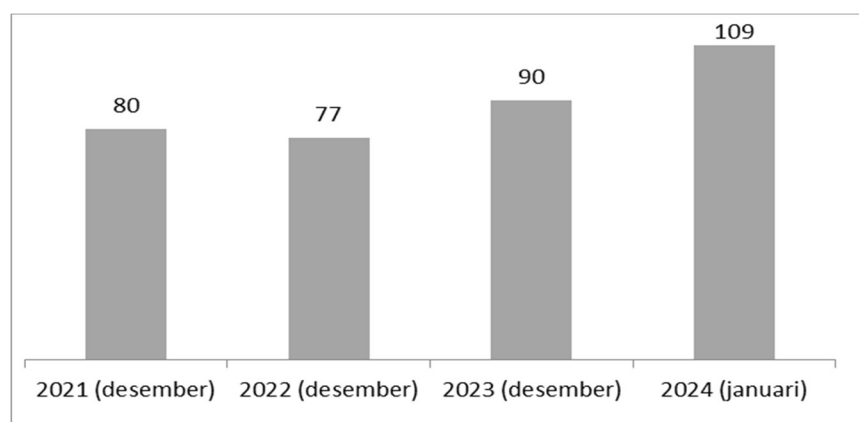
## INTRODUCTION

Adolescence is a crucial phase in individual development, during which a child undergoes a transition from childhood to adulthood. At this stage, adolescents face significant physical, emotional and social changes. According to Erik Erikson's developmental theory, adolescence is characterized by identity crisis versus role confusion, where individuals begin to form a self-identity and formulate their future direction (Papalia & Martorell, 2021). The complexity of these changes, both in terms of physical and emotional development, affects how adolescents construct their identity and develop future orientations.

In the midst of these changes, the role of parents and family is very important to provide positive direction, especially for children who are in a period of self-discovery. However, not all teenagers have an environment that supports this process. Some of them fall into unlawful acts, known as juvenile delinquency. Juvenile delinquency can occur due to environmental influences, globalization, urbanization, modern lifestyles, and lack of supervision from parents and society (Sarwono, 2011; Kartono, 2014). Although juvenile delinquency is often considered a common thing in the process of growth and development, in reality it can have serious consequences, including violations of the law that lead to criminalization.

Based on Law No. 11/2012 on the Juvenile Criminal Justice System, adolescents who violate the law will go through a judicial process that emphasizes the principle of restorative justice. The Child Special Development Institution (LPKA) was established as one of the government's efforts in dealing with juveniles who violate the law. However, the number of adolescents who must undergo guidance at LPKA continues to increase from year to year. Based on data from the Directorate General of Corrections, the number of children in LPKA throughout Indonesia in 2023 and 2024 has increased, after previously experiencing a decrease in 2022. This increase is thought to be related to the impact of the COVID-19 pandemic, which has resulted in educational disruption, economic pressure, and prolonged stress (Adimahesa, 2024).

This situation also occurs in LPKA Class I Tangerang, where the number of fostered children continues to increase, with the majority of children involved in immoral cases and violations of order. Children undergoing a period of guidance at LPKA face various challenges in adjusting to life, including the impact of culture shock which triggers anxiety, self-confidence, and difficulties in participating in the coaching program (Sinatriya, 2020).



Source: sdppublik.ditjenpas, , 2024

**Figure 1**  
**Data on Children in LPKA Class I Tangerang 2021 - 2024**

Based on Figure 1, the number of fostered children in LPKA class I Tangerang in the last four years has increased every year, until at this time the number of fostered children is 109 fostered children. The increase in the number of fostered children in LPKA Class I Tangerang is influenced by the increasing number of child crimes in Banten Serang. The most of the criminal acts committed are immoral and order. The following are the types of criminal acts of children fostered by LPKA class I Tangerang.

**Table 1**  
**Types of Criminal Offenses of Children in LPKA class I Tangerang**

No.	Type of Violation	Number
1.	Disorder	14
2.	Arson	0
3.	Indecency	30
4.	Assault	7
5.	Theft	10
6.	Robbery	11
7.	Emergency Law	6
8.	Narcotics	10
9.	Child Protection	10
10.	Murder	11
Total		109

Source: LPKA Class I Tangerang Registration, 2024

Based on Law No. 22 of 2022 LPKA is an institution or place where fostered children serve their sentence. This institution was established as a forum for fostering children who commit behavioral deviations that violate laws and regulations. Sinatriya (2020) shows that fostered children who have just entered LPKA do not experience a phase of excitement when adapting to the LPKA environment, but instead experience *culture shock* which triggers fear, confusion, anxiety, and lack of confidence and social support to participate in the coaching program at LPKA. Children who first enter LPKA are faced with the challenge of adjusting and socializing in conditions with strict supervision, monotonous routines, and interactions with fellow foster children. Children in LPKA must be more disciplined in self-planning, considering that they already have a negative background as children who violate the law, and children's opportunities to choose jobs are very limited, moreover their attitudes tend to ignore their needs (Ahmad, 2012). Therefore, LPKA has the responsibility to assist and guide the development of foster children.

Children in LPKA face various challenges in shaping their future orientation. According to Nurmi (1991), future orientation is the ability of individuals to plan and envision their future. Limited space for movement, negative stigma as lawbreakers, and low self-confidence result in these children feeling pessimistic and losing motivation to build a positive future orientation. Limited access to formal education that matches their interests and talents further exacerbates this condition.

Research shows that many children have no clear plans for their future; around 70% of them feel confused and unsure about the steps to take after leaving LPKA. The negative stigma attached to their status as ex-offenders further worsens their psychological condition and motivation to plan for a better future.

One factor that influences future orientation is self-efficacy, or an individual's belief in their ability to complete tasks and achieve goals (Bandura, 1997). Mentored children with low self-efficacy tend to be pessimistic and feel less able to plan for a positive future. In contrast, children with high self-efficacy have confidence that they can achieve a better future.

In addition to self-efficacy, social support also plays an important role in shaping the future orientation of foster children. Social support provided by family, friends, or the surrounding environment can motivate children to be more confident and optimistic about their future (Zimet et al., 1988). Social support functions as a mediating variable that strengthens the relationship between self-efficacy and future orientation.

Self-efficacy and social support play an important role. Self-efficacy, or an individual's belief in his or her ability to achieve goals, can assist foster children in planning and pursuing their goals. Research shows that individuals with high levels of self-efficacy tend to be more motivated and better able to overcome challenges. In addition, social support from family, friends, and the surrounding environment can strengthen self-efficacy, provide a sense of security, and increase children's motivation to plan for their future.

Therefore, it is important to explore how self-efficacy and social support can be used as strategies to improve the future orientation of children in LPKA. This research aims to provide a deeper understanding of the relationship between self-efficacy, social support, and future orientation, as well as to design more effective coaching programs to help juveniles plan and achieve a better life after they leave LPKA.

## **LITERATURE REVIEW, RESEARCH FRAMEWORK, AND HYPOTHESES**

### **Self-Efficacy**

The concept of self-efficacy was first introduced by Albert Bandura in 1977. Self-efficacy refers to individuals' beliefs about their ability to succeed in completing tasks and achieving specific goals (Bandura, 1997). This concept emphasizes that a person's belief in their abilities affects how individuals face challenges and motivate themselves to achieve success. Bandura (1997) explains that self-efficacy consists of three main dimensions: level, generality, and strength.

Level relates to the level of difficulty individuals perceive in completing the task. Generality relates to the scope of application of an individual's belief in his or her abilities in various situations. Strength indicates the extent to which an individual's beliefs remain strong despite challenges and difficulties.

Previous research shows that self-efficacy has a significant influence on various aspects of human behavior, including academic achievement, mental health, and career development (Elsayed, 2019). Individuals with high self-efficacy tend to be more optimistic, persistent, and motivated to achieve their goals, whereas individuals with low self-efficacy are more likely to give up when facing obstacles.

### **Future Orientation**

Future orientation is an individual's mental representation of his or her future, including ideals, plans, and hopes for achieving goals (Nurmi, 1991). According to Nurmi, future orientation involves three main components, namely motivation, planning, and evaluation.

Research shows that adolescents who have a strong future orientation are more likely to be successful in education and career, as they are able to visualize their future more clearly and plan concrete steps to achieve it (Nurmi, 1991). However, children in

LPKA often face challenges in forming a positive future orientation due to social stigma and limited access to education and opportunities (Ahmad, 2012).

### **Social Support**

Social support is the emotional, instrumental, and informational assistance that individuals receive from their social environment, such as family, friends, and institutions (Zimet et al., 1988). Social support can play an important role in improving psychological well-being and influencing how individuals face life challenges. According to Sarafino (2014), social support can be divided into four types, namely Emotional Support which involves attention, affection, and moral support from others. Instrumental support which is assistance in material or physical form, such as money, shelter, or health services. And Informational Support. Provides information, advice, or guidance that helps individuals make decisions.

Positive assessment or feedback that strengthens an individual's self-confidence. Research by Latisi et al. (2021) found that social support has a significant influence on increasing adolescents' self-efficacy and future orientation. Adolescents who get strong social support from family and peers tend to be more optimistic and confident in planning their future. This also applies to foster children in LPKA, where social support can act as a mediating variable in strengthening the influence of self-efficacy on future orientation (Purnamasari & Priyanto, 2022).

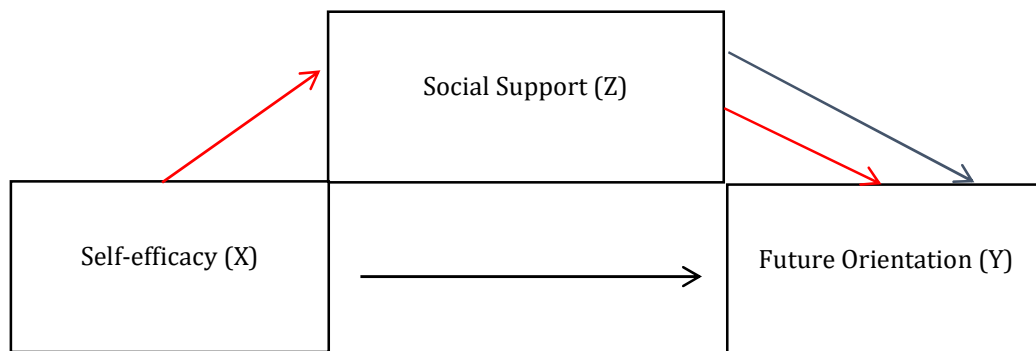
### **Previous Research**

Research on self-efficacy, social support, and future orientation has been conducted by several previous researchers. Wuisang et al. (2021) found that self-efficacy has a significant positive relationship with future orientation in nursing students. This study shows that the higher the self-efficacy, the better the individual's ability to plan and evaluate their future.

Puspita et al. (2021) in their research on high school students found similar results, where self-efficacy is directly related to future orientation. In addition, research conducted by Zaenudin and Bani (2019) at LPKA Bandung found that social support from peers has a significant influence on the future orientation of foster children. Strong social support increases the motivation of foster children to plan and achieve a better future.

### **Research Framework**

This research framework is based on the relationship between self-efficacy, social support, and future orientation. This research proposes that self-efficacy has a direct effect on the future orientation of children in special development institutions (LPKA). In addition, this study also identifies the role of social support as a mediating variable that strengthens the influence of self-efficacy on future orientation.



**Figure 2**  
**Research Framework**

### Hypotheses

- H0 : There is no effect of Self Efficacy on Future Orientation with Social Support as a Mediating Variable in Fostered Children in LPKA Class I Tangerang.
- Ha : There is an effect of Self Efficacy on Future Orientation with Social Support as a Mediating Variable in Prisoners in LPKA Class I Tangerang.

### METHOD

This study uses a quantitative approach method with a research design that will be applied (Creswell, 2018), namely a survey design. The population of this study were all fostered children in LPKA class I Tangerang, totaling 109 people with a total sampling technique of 109 respondents.

### RESULTS AND DISCUSSION

#### Multiple Linear Regression Analysis

The intercept (constant value) is 28.921 with a p value < .001 indicating that when Self Efficacy is zero, the Future Orientation value is 28.921, which is very statistically significant. The Self Efficacy regression coefficient is 0.451 with a p value < .001 indicating that every 1 unit increase in Self Efficacy will increase Future Orientation by 0.451 units. The standardized coefficient (Beta) value of 0.564 and the t value of 7.062 support the strength of this influence, indicating that Self Efficacy significantly influences Future Orientation.

**Table 2**  
**Results of regression analysis between Self Efficacy and Future Orientation**

<i>Coefficients</i>					
Model		Unstandardized	Standard Error	Standardized	t
H <sub>0</sub>	(Intercept)	62.147	0.767		81.012
H <sub>1</sub>	(Intercept)	28.921	4.748		6.091
	Self Efficacy	0.451	0.064	0.564	7.062

Source: JASP version 0.14.1.0 (Private Preparation), 2024



**Table 3**  
**Intermediate regression analysis results Self Efficacy to Social Support**

		Coefficients				
Model		Unstandardized	Standard Error	Standardized	t	p
H <sub>0</sub>	(Intercept)	83.872	1.188		70.591	< .001
H <sub>1</sub>	(Intercept)	21.113	6.465		3.266	0.001
	Self Efficacy	0.852	0.087	0.688	9.796	< .001

Source: JASP version 0.14.1.0 (Private Preparation), 2024

Linear regression analysis reveals that Self Efficacy also has a significant influence on Social Support. The Intercept is 21.113 with a p value = 0.001 indicating that when Self Efficacy is zero, the Social Support value is 21.113, which is very statistically significant. The Self Efficacy regression coefficient is 0.852 with a p value < .001 indicating that every 1 unit increase in Self Efficacy will increase Social Support by 0.852 units. The standardized coefficient (Beta) value is 0.688 and the t value is 9.796, indicating that Self Efficacy has a strong and significant influence on Social Support.

**Table 4**  
**Intermediate regression analysis results Social Support to Future Orientation**

		Coefficients				
Model		Unstandardized	Standard Error	Standardized	t	p
H <sub>0</sub>	(Intercept)	62.147	0.767		81.012	< .001
H <sub>1</sub>	(Intercept)	23.320	3.689		6.322	< .001
	Social Support	0.463	0.044	0.717	10.640	< .001

Source: JASP version 0.14.1.0 (Private Preparation), 2024

Linear regression results show that Social Support has a significant influence on Future Orientation. The Intercept is 23.320 with a p value < .001 indicating that when Social Support is zero, the Future Orientation value is 23.320, which is very statistically significant. The Social Support regression coefficient is 0.463 with a p value < .001 indicating that every 1 unit increase in Social Support will increase Future Orientation by 0.463 units. The standardized coefficient (Beta) value is 0.717 and the t value is 10,640, indicating that Social Support has a very strong and significant influence on Future Orientation.

### Correlation Test

The results of the Pearson correlation test show that there is a significant positive relationship between Self Efficacy and Future Orientation with a correlation value (Pearson's r) of 0.564 and a p value < .001. This means that increasing Self Efficacy is correlated with increasing Future Orientation. A very small p value indicates that this result is highly statistically significant, indicating that this relationship is very strong and does not occur by chance.

**Table 5**  
**Correlation Test results Self Efficacy dengan Future Orientation**

Pearson's Correlations		Pearson's r	p
Self Efficacy	Future Orientation	0.564	< .001

\* p < .05, \*\* p < .01, \*\*\* p < .001

Source: JASP version 0.14.1.0 (Private Preparation), 2024

The Pearson correlation test revealed that there was a significant positive relationship between Self Efficacy and Social Support with a correlation value (Pearson's r) of 0.688 and a p value < .001. This shows that increasing Self Efficacy is correlated with increasing Social Support. A higher correlation value and a very significant p value indicate that the relationship between Self Efficacy and Social Support is very strong and clear statistically.

**Table 6**  
**Results of the correlation test with Self-Efficacy Social Support**

Pearson's Correlations		Pearson's r	p
Self Efficacy	Social Support	0.688	< .001

\* p < .05, \*\* p < .01, \*\*\* p < .001

Source: JASP version 0.14.1.0 (Private Preparation), 2024

**Table 7**  
**Correlation test results of Social Support with Future Orientation**

Pearson's Correlations		Pearson's r	p
Social Support	Future Orientation	0.717	< .001

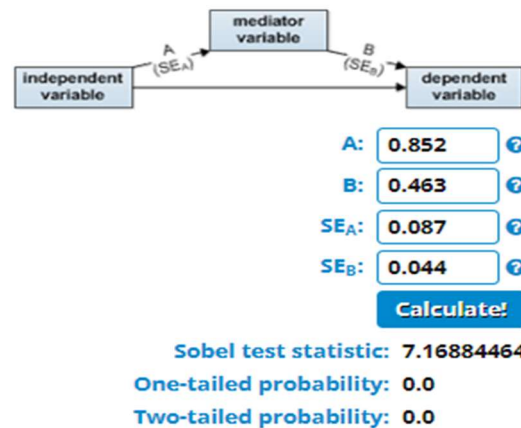
\* p < .05, \*\* p < .01, \*\*\* p < .001

Source: JASP version 0.14.1.0 (Private Preparation), 2024

### Sobel Test

The Sobel test results show a z value of 7.16884464 with a standard error of 0.05502644 and a p-value of 0.00000. The z value indicates a significant indirect effect of Self Efficacy on Future Orientation through Social Support. P-value < 0.05 indicates that this result is statistically significant, so the null hypothesis (no mediation effect) can be rejected. Based on these results, it can be concluded that Social Support significantly mediates the relationship between Self Efficacy and Future Orientation. This means that Self Efficacy not only has a direct influence on Future Orientation, but also has a significant indirect influence through increasing Social Support.





Source: JASP version 0.14.1.0 (Private Preparation), 2024

**Figure 3**  
**Sobel Test Results**

### Coefficient of Determination

In the  $H_0$  model (Null Model), an R value of 0.000 indicates that there is no correlation between Self Efficacy and Future Orientation. The  $R^2$  value of 0.000 indicates that this model cannot explain variations in Future Orientation at all. Adjusted  $R^2$  of 0.000 also indicates that after adjustment, this model remains insignificant. An RMSE of 8.009 indicates a high level of prediction error. On the other hand, in the  $H_1$  model (Alternative Model), the R value of 0.564 indicates a moderate correlation between Self Efficacy and Future Orientation.  $R^2$  of 0.318 indicates that 31.8% of the variation in Future Orientation can be explained by Self Efficacy. Adjusted  $R^2$  of 0.312 indicates that after adjustment, this model remains significant and can explain 31.2% of the variation. RMSE of 6.645 indicates a lower level of prediction error compared to the  $H_0$  model.

**Table 8**  
**Results of the Coefficient of Determination of Self Efficacy on Future Orientation**

<i>Model Summary - Future Orientation</i>				
Model	R	$R^2$	Adjusted $R^2$	RMSE
$H_0$	0.000	0.000	0.000	8.009
$H_1$	0.564	0.318	0.312	6.645

Source: JASP version 0.14.1.0 (Private Preparation), 2024

In the  $H_0$  model (Null Model), an R value of 0.000 indicates that there is no correlation between Self Efficacy and Social Support.  $R^2$  of 0.000 indicates that this model cannot explain variations in Social Support at all. Adjusted  $R^2$  of 0.000 also indicates that after adjustment, this model remains insignificant. An RMSE of 12,405 indicates a very high level of prediction error. On the other hand, in the  $H_1$  model (Alternative Model), the R value of 0.688 indicates a strong correlation between Self Efficacy and Social Support.  $R^2$  of 0.473 indicates that 47.3% of the variation in Social Support can be explained by Self Efficacy. Adjusted  $R^2$  of 0.468 indicates that after adjustment, this model remains significant and can explain 46.8% of the variation. RMSE of 9.049 indicates a lower level of prediction error compared to the  $H_0$  model.

**Table 9**  
**Results of the Coefficient of Determination of Self Efficacy on Social Support**

<i>Model Summary - Social Support</i>				
Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	RMSE
H <sub>0</sub>	0.000	0.000	0.000	0.000
H <sub>1</sub>	0.688	0.473	0.473	0.473

Source: JASP version 0.14.1.0 (Private Preparation), 2024

In the H<sub>0</sub> model (Null Model), an R value of 0.000 indicates that there is no correlation between Social Support and Future Orientation. R value<sup>2</sup> of 0.000 indicates that this model cannot explain variations in Future Orientation at all. Adjusted R<sup>2</sup> of 0.000 also indicates that after adjustment, this model remains insignificant. An RMSE of 8.009 indicates a high level of prediction error. On the other hand, in the H<sub>1</sub> model (Alternative Model), the R value of 0.717 indicates a strong correlation between Social Support and Future Orientation. R value<sup>2</sup> of 0.514 indicates that 51.4% of the variation in Future Orientation can be explained by Social Support. Adjusted R<sup>2</sup> of 0.510 indicates that after adjustment, this model remains significant and can explain 51% of the variation. RMSE of 5.609 indicates a lower level of prediction error compared to the H<sub>0</sub> model.

**Table 10**  
**Coefficient of Determination results Social Support for Future Orientation**

<i>Model Summary - Future Orientation</i>				
Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	RMSE
H <sub>0</sub>	0.000	0.000	0.000	8.009
H <sub>1</sub>	0.717	0.514	0.510	5.609

Source: JASP version 0.14.1.0 (Private Preparation), 2024

**Table 11**  
**Summary of Hypothesis Test Results**

Relationship Between Variables	Conclusion	p-value (Sig.)	Coefficient of Determination	Sobel Test
Self Efficacy → Future Orientation	Ho Rejected	0.00000	0.318	-
Self Efficacy → Social Support	Ho Rejected	0.00000	0.473	-
Social Support → Future Orientation	Ho Rejected	0.00000	0.514	-
Self Efficacy → Social Support → Future Orientation	Ho Rejected	0.00000	-	7.016

Source: JASP version 0.14.1.0 (Private Preparation), 2024

### The Relationship of Self Efficacy to Future Orientation

This research shows a significant relationship between Self Efficacy and Future Orientation in assisted children at LPKA Class I Tangerang. The results of linear regression analysis show that Self Efficacy has a significant positive influence, with a coefficient of determination (R<sup>2</sup>) of 0.318, which means that 31.8% of the variability in Future Orientation can be explained by Self Efficacy. Each one unit increase in Self Efficacy was associated with a 0.564 unit increase in Future Orientation ( $p < 0.001$ ), confirming the strength of this relationship. The average respondent is in the moderate Self Efficacy category, which is consistent with Bandura's (1997) theory which states that individuals with high Self Efficacy tend to be more optimistic in achieving future goals.

This finding is in line with research by Kurniawan (2019) and Gloria et al., which shows that high Self Efficacy contributes to a better future orientation. Therefore, programs that increase Self Efficacy through skills training and social support are very important for the rehabilitation of assisted children.

### **The Relationship of Social Support to Future Orientation**

The research results show that Social Support has a significant effect on Future Orientation, with a coefficient of determination ( $R^2$ ) of 0.473, which shows that 47.3% of the variability in Future Orientation can be explained by the level of Social Support. The regression coefficient ( $\beta$ ) of 0.717 ( $p < 0.001$ ) shows that the higher the social support, the higher the target child's future orientation. Most respondents have moderate levels of social support, which creates a sense of security and optimism. This finding is in line with Cortona & Russell's theory that good social support helps individuals overcome challenges. Firghianti's research (2020) also shows that emotional support and information are very important for teenagers in building future orientation. Therefore, correctional institutions need to strengthen social support networks for incarcerated children through rehabilitation programs that involve families and communities.

### **The Relationship between Self Efficacy and Future Orientation with Social Support as a Mediator**

This research also found that Social Support mediates the relationship between Self Efficacy and Future Orientation. The Sobel test results show a z value of 7.016 ( $p < 0.001$ ), confirming that social support strengthens the influence of Self Efficacy on Future Orientation. Children with high Self-Efficacy tend to get more social support, which increases their positive outlook on the future. This finding is in line with research by Nuraini (2021), which shows that social support contributes to adjustments in Self Efficacy. Therefore, interventions that increase Self Efficacy while strengthening social support are very important. Rehabilitation programs at LPKA must integrate skills training with activities that encourage social support so that assisted children can develop a more positive and realistic future orientation. Thus, correctional institutions can play a key role in shaping a better future for assisted children through a holistic approach that includes increasing Self Efficacy and Social Support.

### **CONCLUSIONS AND SUGGESTIONS**

Based on the results of research that has been conducted, it can be concluded that self-efficacy has a significant positive influence on the future orientation of assisted children at LPKA Class I Tangerang. Self Efficacy was shown to explain 31.8% of the variability in Future Orientation, with each one unit increase in Self Efficacy associated with a 0.564 unit increase in future orientation.

On the other hand, Social Support explains 47.3% of the variability in Future Orientation, where every one unit increase in social support increases future orientation by 0.717 units. Apart from that, Social Support also functions as a mediator that strengthens the relationship between Self Efficacy and Future Orientation. These findings emphasize the importance of developing Self Efficacy and increasing social support in rehabilitation strategies for assisted children in correctional institutions.

Suggestions for the Technical Implementation Unit include increasing the participation of assisted children at LPKA Class I Tangerang in education and personality activities to increase Self Efficacy and future orientation. Students' officers and guardians need to be more active in monitoring progress and providing social support. The

"Building a Glorious Future" program should involve parents in counseling and add individual counseling sessions by psychologists. For further research, it is recommended that it be conducted in different locations with more respondents, and develop a complex mediation model with additional variables such as resilience. Apart from that, the use of more accurate mediation analysis techniques and attention to the respondent's condition when collecting data is also very important. With these suggestions, it is hoped that future research can make a significant contribution to assisted children in correctional institutions.

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