

Relationship between Self-Efficacy and the Subjective Well-Being at Belitang 1 Public High School Students

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Abstract: *Self-efficacy is a belief that a person can complete certain tasks properly to achieve their destination. Subjective well-being is a self-report assessment based from their own cognitive and emotional assessment. Teenagers who have subjective well-being exceptional qualities influenced by various factors, one of which is self-efficacy. The purpose of this study was to determine the relationship between self-efficacy with subjective well-being of Belitang 1 Public High School students. The hypothesis is a positive relationship between self-efficacy with subjective well-being. The subjects of this study were 169 students from Belitang High School 1 in 10th and 11th grade. Self-efficacy and subjective well-being is measured using Likert scale model. The data obtained were analyzed using Carl Pearson's product moment. The results of data analysis showed a correlation coefficient of 0.341 p-value = 0,000 < 0.01, which means that there is a very significant positive correlation between self-efficacy and subjective well-being in Belitang 1 Public High School students. Based on the results of self-efficacy and subjective well-being categorization students are classified with high score. Effective contribution of the variable self-efficacy to subjective well-being is 11.7%. Thus it can be stated that the higher the student's self-efficacy, the higher their subjective well-being is, and vice versa. Someone who feels confident in their ability to complete assignments well will be more easily satisfied and/or happy.*

Keywords: Self-efficacy, Subjective well-being, Belitang 1 Public High School Students

1. Background

Adolescence is a period of transition from childhood to adulthood. It is characterized by changes in physical, cognitive, and psychosocial aspects, but this transition also risk mental health. During the transition period, teenager's obstacles often occurred in their education or school context. Adolescence stage is divided into two parts; early adolescence, between ages 11-15 years; and late adolescence, between the ages of 16-18 years (Hurlock, 2004). The fulfillment process of adolescents' developing tasks does not always run smoothly because it faces pressure and obstacles due to physical, cognitive, social, and emotional vulnerability. This kind of condition can affect adolescents in considering their suitability of ideals, abilities, interests, talents, emotional states, and future thinking (Santrock, 2002).

One interesting condition to discuss is the emotional condition of adolescents. Teen emotions tend to have fluctuations in feelings and that are easily changed. Teenagers can easily fall to in a very negative affective condition but the chance to change into a positive affective condition (Santrock, 2002). The emotional state of adolescents is in a period of storm and stress, the time when emotional tension rises as a result of physical changes and glands. Psychological, emotional tension heightened mainly because teenagers are under social pressure, facing new conditions, and expectations. This situation causes adolescents often experiencing failure in solving problem. If the teenager is unable to solve the problem at hand, it will arise unpleasant emotions in them. Even this situation can cause teenagers concerned feel dissatisfied in life and unhappy (Hurlock, 1999)

One of the aspects of teenage life is school. Based on the

initial data acquisition on April 24, 2013 at Belitang 1 High School by requesting student's rule violation data to the school counselors, there are several problems that often occur in students: (1) a number of students arrive late to school; (2) students skipped school without permission; (3) at certain hours students skipped class; (4) students depart from home for school, discouraged, and end up go with the opposite-sex friend; (5) difficulties in determining future careers; and (6) anxiety about exam. If it is adjusted to the opinion of Keyes (2009), the violation done by students in Belitang 1 High School referring to psychological disturbance symptoms that if not handled can lead to more severe disorders, such as depression. Depression included emotional disturbance category. The disturbed emotions cause a person to be unable to judge the quality of life is objective and subjective. Meanwhile, the inability to assess the quality of life experienced by adolescents causes students to commit violations at school, low- performance on learning and/or reach achievements; some are even not motivated to continue their school (Keyes, 2009). In line with the paradigm shift in thinking among psychologists, it is better to use positive psychology perspective in this research. According to Keyes (2009), someone who is free from mental disorders is not necessarily mentally healthy, a more appropriate term to describe well-being is the absence of mental disorders. The measurement of prosperity is subjective because it involves one's judgment of strengths and strength and positive things that are owned so that the term that is more precise is subjective well being.

One of the factors that influence subjective well-being is self efficacy. It is the ability to measure the power possessed to complete a task or face a problem (Bandura, 1997). Well-being will be easily detected if the person themselves can measure their endurance accurately in completing tasks are easier. On the other hand, people who are not able to

accurately measure their strength will likely have lower well-being. The question of this research is: it is true that self-efficacy is related to subjective well being?

2. Literature Review

The emotional experience in adolescents can be understood and/or described in the concept of subjective well-being (SWB) is a general concept that evaluates life teenager. SWB is defined as the way an individual evaluates his life and consists of several aspects, such as life satisfaction, low levels of depression and anxiety, and the presence of emotions and positive mood (Diener et al, 2000).

Subjective well-being is a form of evaluation of the life of the teenager himself. For these evaluations, there are two ways: cognitive assessment, such as life satisfaction; and emotional response to an event, such as positive emotions. Subjective well-being is interesting to be explored because it is considered as a core component of a good life. Teenagers who are has a high level of subjective well-being, in general it has amazing quality (Diener, 2002). Teenagers will be able to regulate their emotions and face various problems in life better. Meanwhile, individuals with low subjective well-being tend to perceive life with low self-esteem view and facing life events that occur as something that is unpleasant, then it will eliciting negative emotions such as anxiety, depression and anger (Myers & Diener, 1995). Teenagers who are had emotional well-being, positive affect is more often experienced than negative affect.

Prosperous teens are also more often satisfied with their lives (Diener, Lucas in Lewis & Haviland-Jones, 2000). Cognitive and affective assessment of adolescents is influenced by the ability to measure abilities in completing tasks or problems (Bandura, 1997). Term used is self efficacy.

Self-efficacy is the individual's trust in their ability to successfully perform tasks un-to achieve certain results. Self-efficacy consists of three aspects, namely magnitude, generality, strength. Self-efficacy influences the way of thinking, feeling, and acting. Self-efficacy is also related to confidence to deal with stress. People who have high self-efficacy choose to do things that are challenging and difficult to do, on the contrary people who have low self-efficacy are prone to feel depression, anxiety, and helplessness. The correlation of self-efficacy with subjective well-being in general proves that self-efficacy affects health, achievement, and adaptive success; it also contributes to life satisfaction and student's welfare (Bandura, 1997).

Research carried out by Karademas (2005) shows that self-efficacy as an ability to organize and carry out a series of actions needed to produce something to be achieved, so it can provide life satisfaction -- indicator of subjective well-being. The research conducted by Capara (2005) explained that students who have high self- efficacy will be able to manage positive emotions and negative emotions experienced and have good interpersonal relationships so that it helps students to continue to have positive views and hopes for their future. Maintaining students' self-concept makes students feel satisfied with their lives and other positive emotions. The hypothesis proposed is that there is a

positive relationship between self-efficacy with subjective well-being.

3. Research Methods

This research was conducted in Belitang 1 High School, the reason the researchers took samples at Belitang 1 High School is based on data from interviews with school counselors and students. The interview results show the existence of misbehavior and violations committed by students, and there are students who experience anxiety and difficulty interacting with the teacher, so we assume there are still students who are feeling less satisfied with their life.

In order to determine the design that will be used in the study, the previous data collection needs to be determined variables used in the study. The variables are used is the independent variable in the form of Self-efficacy while the dependent variable is Subjective well-being.

The sampling technique used in this study is the Cluster Sampling technique. Cluster Sampling is used when the study population is joined in groups. Cluster sampling technique is often applied in the school area (Mulyatiningsih, 2012). Sampling done by using random drawing. This research is taking samples of students from 10th and 11th grade of Belitang 1 High School.

The measuring instrument used in this study consisting of a self-efficacy scale and subjective well-being scale. Self-efficacy in this study was revealed using the self-scale. The self-efficacy scale made by Susilawati (2009) used in Surakarta 8 Public Senior High School students modified by researchers. Modifications made are in grammar and performs. statement that fits the purpose of this study. This self-efficacy scale has a validity coefficient value (r_{xy}) moves from $r_{xy} = 0.252$ to $r_{xy} = 0.576$ with $p < 0.05$ and reliability coefficient (r_{tt}) = 0.793. The self-efficacy scale based on Self-efficacy aspects consists of magnitude, strength, generality.

The Subjective well-being scale is used to reveal the level of one's subjective well-being. The SWB scale consists of 2 scales, the Satisfaction with Life Scale (SWLS) which will measure the life satisfaction and Positive Affect and Negative Affect Scale (PANAS) that will measure a person's positive and negative affect. Scores for uncovering the overall subjective well-being are obtained by looking for z scores from both scales. The formula we are looking for is SWB score is z satisfaction score life plus z score affect balance.

The analysis method used in this study is the product moment correlation technique. Product Moment correlation technique from Carl Pearson. Reasons for using Mo-Product correlation techniques ment because to determine the relationship of self-efficacy with subjective well-being students. aside from that to determine the extent of the role or contribution of the self-efficacy variables to subjective well- being. Before the product moment correlation test is carried out, the normality and test tests are carried out first linearity. Data analysis program used in this study is with SPSS program (Statistical Product and Service Solutions)

IBM Statistics 16 For Windows Program.

4. Research Results and Discussion

This research was conducted at Belitang 1 High School located at Jalan Marga Pemuka Bangsa Raja, No. 1001 Gumawang - Belitang - East Ogan Komering Ulu. This high school has an A accreditation. The number of students in Belitang 1 High School is approximately 1,113 students, with details of 10th grade has 407 students, 11th grade has 390 students, and 12th grade has 316 students. The subjects that will be used for research are 10th and 11th grade. First step is by taking a data tryout used for validating the scale used. The selection of research subjects was carried out by cluster random sampling. The selected class is 10-F class with 28 students and 11-D with 32 students, the subject total to 60 students. Total respondents for the study there were 169 students.

Data analysis was carried out after assumption tests which included distribution and normality tests relationship linearity test. This is done because the terms of the product

moment correlation technique are distribution variable data has a normal distribution, between independent and variable dependent variables have a linear correlation. Based on the results of the normality test on the self-efficacy variable obtained value Kolmogorov-Smirnov $Z = 0.1316$; significance (p) = 0.063; ($p > 0.05$). These results indicate that the distribution of Self efficacy variable data meets the normal distribution. While the results of the variable normality subjective well-being tests obtained in Kolmogorov-Smirnov Z value = 0.619; significance (p) = 0.838; ($p > 0.05$). The result shows the distribution of subjective well-being variable data fulfilling the normal distribution. Results processing data with product moment correlation in 169 students with the help of SPSS, indicating that R value = 0.341 p - value = 0,000 < 0.01 which means that there is a very significant positive correlation between self-efficacy with subjective well-being students at Belitang 1 High School. The higher the self-efficacy of students then the higher subjective well-being that is felt, and vice versa. Results of data obtained from the Self-efficacy scale is then categorized and the results can be seen in Table 1.

Table 1: Self-Efficacy frequency distribution

Interval Score	Categorization	Empirical Average	Hypothetical Average	Frequency	percentage
$20 \leq X < 32$	VeryLow			0	0%
$32 \leq X < 44$	Low			1	0,6%
$44 \leq X < 56$	Medium		50	45	26,6%
$56 \leq X < 68$	High	58,24		144	67,5%
$68 \leq X < 80$	Very High			9	5,3%
Total				169	100%

As in Table 1 it is known that the Self-efficacy score of Belitang High School 1 students is high, this can be seen from the empirical mean of 58.24 which is high. For the very low category there is zero, low category is 1 person (0.6%), medium category is 45 people (26.6%), there are 144 people in the high category (67.5%), and very high there with 9 people (5.3%)

The categorization of subjective well-being scale in this study is divided into two, according to aspects revealed in SWB are affect scale (happiness) and satisfaction (life satisfaction). Results data from the SWB scale can be seen that the value of Affect Scale in the very low category is zero, there were 5 people with low score (3%), medium-scored were 39 people (23.1%), there were 97 people in the high category (57.4%), and very high-scored were 28 people (16.6%). The results of statistical calculations show that the scale scores are subjective well-being on affect scale (happiness scale) is in the high category this is seen from the empirical average of 60.96.

The Satisfaction value in the very low category does not exist, there is no low, the category is in existence 15 people (8.9%), there are 74 high (43.8%), and very high there are 80 people (47.3%). The calculation results statistics show that scale scores are Subjective well-being at satisfaction scale (satisfaction scale) in the high category this is seen from the empirical average of 88.52.

Based on the results of the above research, it was found that there was a significant / significant relationship between Self-efficacy and Subjective well-beings of Belitang N 1

High School with a p -value of 0,000 pts This shows that there is a very significant positive relationship between Self-efficacy and Subjective well-being for Belitang 1 n high school students. The positive relationship of this research illustrate that the higher the Self- efficacy of Belitang High School 1 students, the higher Subjective well-being that is felt. The results of this study are consistent with the results of the Karademas (2005) study that with Self-efficacy as the ability to organize and carry out a series of actions needed right to produce something you want to achieve, in the end it can provide life satisfaction which is an indicator of Subjective well-being. Self-efficacy determines how different the person thinks, feels, and acts. Self-efficacy is related to one's optimism to be able to deal with various kinds of pressure in his life. Someone who has high self-efficacy is able to see things positively, dare to face challenges and even doing a daunting task, consider the problem as something that must be solved not a threat that must be avoided. then it will help someone evaluate ation of his life so that a subjective well-being can be achieved. Instead, someone who has low self- efficacy will tend to experience depression, anxiety and despair. The achievement of subjective well-being is influenced by self-efficacy.

According to Bandura (1997) the relationship of Self-efficacy with Subjective well-being is broadly literature proves that beliefs affect health, achievement, and success adapt. Bandura also explained that self-efficacy has a scope and function in learning, working, exercise, health, adjustment, and well-being.

In general Belitang High School 1 students have high self-efficacy, which is the case can be seen through the ability possessed, confidence in completing tasks, and strength to the beliefs they have. The majority of subjective well-being score is in the high category. Categorization results in research this is for subjective well-being scale, it is known that Belitang High School 1 students have scored high in subjective well-being, this can be seen from the results of the affect scale with an empirical average of 60.96 (in the high category) and satisfaction scale with an empirical average of 88.52 (in the high category). Belitang 1 High School students have a high subjective well-being, meaning that students Belitang 1 High School who was the subject of this study was able to live their lives with feeling happy and satisfied. where it can be seen through the level of happiness and satisfaction life of Belitang 1 High School students.

The effective contribution between self-efficacy and subjective well-being is 11.7% which means there are 88.3% other variables. These variables include self-esteem, sense of perceived control (belief in self-ability), extraversion, personality, optimism, social relationships and social support, low neuroticism, cultural and community influences, and cognitive processes positive, genetic, demographic, gender, age, education, marriage, income, employment, health, religion, leisure, ethnicity, life events, competence.

5. Conclusion

Based on the research objectives and the results of the research conducted on 169 Belitang 1 High School students can be concluded as follows:

- 1) There is a positive and significant relationship between Self-efficacy and Subjective well-being of Senior High School Students 1 Belitang;
- 2) The level of self-efficacy in the high category;
- 3) Subjective well-being level for Affect Scale shows high category and Satisfaction scale also shows a high category;
- 4) Self-efficacy variables contribute effectively to Subjective well-being is 11.7% while the remaining 88.3% is influenced by other variables outside the model.

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