



Subjective Well Being Teacher Facing the Covid-19 Pandemic

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ABSTRACT

Subjective wellbeing (SWB) of teachers is the most important part of teachers to achieve a prosperous life and is expected to have an effect on the welfare of every student. The Covid-19 pandemic has had a multi-faceted impact. This study aims to reveal the subjective well-being of teachers during the pandemic. This descriptive study measures the level of teacher subjective well-being using the Teacher Subjective Wellbeing Questionnaire (TSWQ) or Teacher Subjective Well-being Questionnaire. The results showed that of the 76 research subjects, 16% had very high SWB, 31% high, 29% moderate, and 24% low. There is no significant difference in the number of subjects at each SWB level, in each variable, namely age, gender, length of teaching experience, and level of place of teaching (TK – SMA). Based on the results of the study, it can be concluded that more than half (53%) of teachers have moderate and low SWB, meaning that the welfare of teachers still has to be improved so that it does not affect the welfare of students. The welfare of teachers is also the same at every level of education, age, gender, and length of teaching, meaning that every teacher has the same opportunity to be at each level of SWB.

Keywords: *Subjective Well Being; Teacher; Online Learning; Pandemic; Covid-19*

1. INTRODUCTION

Subjective wellbeing or known as subjective well-being is a condition in which a person feels calm in life. Many things are factors that cause a person's subjective well-being to be in good condition [1]. However, it is possible that everyone can have the same or even different subjective well-being conditions. Many people have different circumstances regarding subjective wellbeing, for work and social activities carried out by everyone. People with high activity levels should ideally be able to keep subjective wellbeing in good condition [2].

The teacher profession used to teach face to face directly before the Covid-19 pandemic. Currently, teachers are faced with problems that must be given the best solution so that the implementation of education as a profession continues to run well. Because the health of teachers physically and mentally is a worldwide concern [3]. Teachers must always be present with the best conditions to provide maximum service to students. The following heavy task of a teacher is currently faced with the Covid-19 pandemic condition where teachers have to work extra so that the entire educational agenda can run well.

This study tries to find out how the subjective well-being of teachers in dealing with the pandemic. A relentless struggle for teachers around the world. Because this pandemic is also a world concern, especially the most important is the world of education [4]. There are several effects, including hurting yourself because you can't stand the Covid-19 pandemic [5]. Not without reason, because of drastic changes in activity coupled with compelling government policies ranging from lockdowns to restrictions on community activities. Seeing this, happiness education is an important need [6], because the pandemic atmosphere requires many people to adjust to a new culture.

Teachers are faced with new problems and habits, namely full online learning. Work from home not only affects teachers, employees in organizations also feel a change in subjective well-being in their lives [7]. Challenges are faced to find the best solution so that the desired results can still be realized during the pandemic. Everyone is faced with the real problem that the Covid-19 pandemic has taught everyone that the struggle must continue. Like motorcycle taxi drivers who can always be grateful even though the Covid-19 pandemic comes and reduces a lot of their income [8].

The level of SWB is not influenced by teacher status, honorary teachers are also subjective wellbeing, they remain in good condition, and this is due to their perspective on their profession [9]. Those who are *qanaah* usually have good subjective well-being conditions [10]. Optimizing yourself with grateful values so that whatever profession you are in, you will still make yourself feel subjective wellbeing optimally. People who feel uneasy about the problems they are facing because they are not able to see something behind something. That all there is always a message of goodness contained in every incident. Everyone wants satisfaction at work so that subjective well-being can always be felt [11].

In some discussions, there were those who said that a teacher who was certified with those who had not would have a different level of subjective well-being. It turns out that this assumption is not true because there is no difference at all between the status of certified teachers and those who are not in a subjective well-being condition [12]. Good subjective well-being can make a teacher's commitment to the organization very good. Experiencing increased performance, dedication and institutional loyalty so that personal and organizational performance achievements continue to increase [13]–[15].

Teacher welfare will decline when work begins to feel unpleasant or unprofitable. This happens when the teacher begins to think that his duties are no longer in line with his expectations as a teacher. It is said that the teaching profession is a job that demands emotion and cognition [16]. This is because teachers must play an active role in responding to the needs of students inside and outside the classroom. In addition, teachers must be able to work professionally in controlling the emotions they feel during the teaching and learning process or while at school. Meanwhile, it is also said that emotions are an inseparable part of every individual [17]. Emotions can influence teacher behavior inside and outside the classroom and are closely linked to teacher health and well-being. A study showed that the teaching profession ranks second of the 25 occupations with the highest physical and emotional stress [18]. Other research states that teacher stress can be self-defeating, such as experiencing physical disorders, depression, and tension that can interfere with physiological and psychological functions [19].

Teacher subjective well-being is explained as teacher's perception of a healthy and successful life at work or school. According to this study, the concept of teacher welfare has two components, namely school connectedness and teaching efficacy [20]. School connectedness is defined as feeling supported by the school and having a good relationship with community members in the school. This can be seen from how schools treat teachers so that teachers perceive the degree of concern from the school. Therefore, the role of schools

in supporting teachers is quite important. Meanwhile, teaching efficacy is defined as teachers' assessment of their teaching ability to do a good job under certain standards. In other words, it is teachers' perception of their capacity to work. This component also includes the teacher's belief in his ability to provide successful teaching for students, including students who are challenging and require greater attention (in children with special needs) [21].

Studies exploring how teachers' psychological capital – a combination of hope, resilience, optimism, and self-efficacy – are related to stress, well-being, judgment, and coping. Teachers (N = 1502) across New Zealand and of various teaching levels completed the survey. Participants with more psychological capital reported less stress and more well-being, viewed job demands as more of a challenge than a threat, and reported using coping strategies that were more task-focused and less emotion-focused. Psychological capital appears to be directly related to increased well-being and stress reduction. Given the importance of teacher well-being for the profession and for students, we needed a way to build on the personal resources of teachers and, most importantly, to ensure that the teaching environment supports well-being [22].

This roadmap for the subjective well-being of teachers in dealing with the Covid-19 pandemic is very important. Teachers have a strategic role to save many things in the world of education that have been affected by the Covid-19 pandemic. This important position must be maintained and even prioritized so that teachers can still get good subjective well-being conditions to have a happy life. There are certainly many challenges and problems as there are many new things that must be faced and solutions are found, for example the problem of online learning. The ability of teachers to be faced with new habits that must be fully online learning turns out to affect the teacher's mood. Likewise, the subjective wellbeing of every teacher is challenged to always be strong so that the teacher's control in dealing with any problems is getting better.

Many studies have been conducted with the theme of subjective wellbeing teachers with multiple perspectives. However, regarding the subjective well-being condition of teachers facing the Covid-19 pandemic, it has never been implemented. This research will be very important to inform every educational leader in making policy, considering that teachers are an important role in the implementation of education in Indonesia. Outcomes in the form of scientific articles, intellectual property rights, online news, and international seminars will be the right publication media in conveying the results of research on subjective well-being for teachers facing the Covid-19 pandemic.

2. METHOD

This research is a quantitative research because it tries to describe the phenomena that occur in the form of numerical data to be interpreted using statistical analysis. In data collection, we only took data collection once, thus making this study a cross-sectional design study. In terms of research strategy, this research can also be classified as explanatory research because this study aims to explain the level of subjective wellbeing of teachers from all levels of education (TK – SMA).

This study targets kindergarten - elementary school teachers as participants. The sampling method used is convenience sampling. Data collection was carried out on 15-16 June 2021 using an online questionnaire from the Google Form application. The link to the questionnaire was distributed to kindergarten to high school teachers under the research network. The use of online platforms also coincided with the emergence of the COVID-19 pandemic, so researchers could not take samples directly to schools. We received responses from 76 teachers from various school areas in Java with TK – SMA levels. The age of the participants in this study ranged from 20-60 years. Most of the participants were women (75.3%), marital status was the majority in marriage (82% married & 18% unmarried) teacher status was the majority of permanent teachers Foundation (79.5% foundation permanent teachers, 6.8% civil servants, and 13.7 non-permanent teachers of the Foundation). The average teaching experience is between 1 – 28 years.

Prior to data collection, we selected an instrument that had been adapted in Indonesian. The adaptation process has been carried out by translating the original instrument in English into Indonesian with the help of an English Literature scholar. The adaptation process also involves expert assessment from two School Psychologists, and has been psychometrically tested on 100 teachers and received feedback for layout and ease of understanding.

Table 1 Variable Descriptive Analysis (TSWQ)

Mean	24.65789474
Standard Error	0.461330126
Median	25
Mode	26
Standard Deviation	4.021782794
Sample Variance	16.17473684
Kurtosis	-0.373773037
Skewness	-0.23406767
Range	18
Minimum	14
Maximum	32
Sum	1874
Count	76

The average SWB for teachers is 24.65, with a standard deviation of 4.021 and a standard error of 0.461, thus it can be said that the sample is quite diverse (range 18) although it tends to be homogeneous. The size of the

The instrument used to measure teacher welfare is the Teacher Subjective Well-Being Questionnaire (TSWQ). This measuring instrument has 8 items with 2 subscales, namely teaching efficacy and school connectedness, each of which consists of 4 items. The instrument uses a 4-point Likert scale from 1 (never) to 4 (always). All items contained in the TSWQ are good, so there is no need to count for reverse scores. An example of an item from this TSWQ is "I am a successful teacher". The subscale scores can be used as a standalone measure or added together to create a composite measure of Teacher Welfare in general. The TSWQ is commonly used in mental health research and practice in schools for various assessment purposes such as screening, outcome measurement, and progress monitoring [23].

The technique of assessing this instrument is done by adding up the total score of each participant. Based on psychometric adaptation, TSWQ was found to have a satisfactory Cronbach's alpha coefficient of = 0.865, followed by a corrected item-total correlation validity coefficient (Cr-IT) ranging from 0.518 to 0.721. This shows that the TSWQ instrument has good reliability and is internally consistent. In addition, all items on the TSWQ instrument were shown to be homogeneous with Cr-IT above 0.2.

3. RESULT AND DISCUSSION

3.1. Result

Before conducting further testing, the researcher conducted some preliminary analysis. Descriptive analysis is used to understand the distribution of the data obtained, followed by correlation analysis between variables to determine the relationship between the data obtained. The results of the descriptive analysis of the variables can be seen in Table 1.

standard error can show the accuracy of the sample estimator against the population parameter. In the median and mode values, the results are not much different from the mean values, so the mean, median and mode values

lie at one point in the frequency distribution curve. The frequency distribution curve is symmetrical.

Furthermore, the t-test technique was used to see the difference between the 2 means from the two distributions, where the difference could be significant or insignificant. In this study, differences in subjective well-

being were seen in terms of gender and marital status, while ANOVA was used to see differences in age, school level and teaching experience. Based on statistical calculations, the results of the SWB correlation analysis were obtained on the variables of gender, marital status, school level, age, and teaching experience, which are summarized as follows:

Table 2 Summary of t-Test and Anova Test Results

SWB difference on:	Statistic Test	Table (sign. 5%)	Interpretation
Gender (man X woman)	-1.631	2.042	Not significant
Marital status (married X not married)	1.742117	2.086	Not significant
School level (TK, SD, SMP/SMA)	0.955825	3.18	Not significant
Age	1.807679	3.26	Not significant
Age 20 - 30 years			
Age 31 - 40 years			
Age 41 and over			
Teaching experience	2.507416	3.30	Not significant
1-10 years			
11-20 years			
20 and over			

Based on statistical tests on SWB based on the variables of gender, marital status, school level, age, and teaching experience, the results showed that there were no significant differences in SWB in these variables. This means that the subjective wellbeing of teachers is not

differentiated in terms of gender, marital status, school level, age, and teaching experience.

Subsequent calculations are carried out to find individual categories in the study, first the group frequency distribution is presented.

Table 3 Group Frequency Distribution Subjective Well Being (SWB) Score on Teachers

No	Value Interval	X	f	fX	fk _b	fka
1	30 - 33	31.5	10	315	76	10
2	26 - 29	22.5	26	585	66	36
3	22 - 25	23.5	22	571	40	58
4	18 - 21	19.5	14	273	18	72
5	14 - 17	15.5	4	62	4	76
S U M			76	1806	-	-

Based on the data from the group frequency distribution of SWB scores on teachers, we perform statistical calculations to create a measure or norm that is used as a guide to create quality categories for a group of individuals. Researchers made 4 (four) categories of

teacher SWB, namely low, medium, high and very high. The procedure used to make norms is divided into 4 categories, namely quartiles (Q). The following is the number of each subject from the 4 SWB categories:

Table 4 Quartile Distribution of Subjective Well Being Data on Teachers

Quartiles	Limit Number	Category	Percentage
Q3	28.769	Very high	16%
Q2	25.795	high	31%
Q1	21.73	average	29%
		low	24%
TOTAL			100%

Based on table 4, it can be seen that the quartile values are the limits of the qualitative categories. The value of $K1 = 21.73$ is the limit between the low and medium categories, the value of $K2 = 25,795$ limits the medium to high category, and the value of $K3 = 28.769$ is the limit for the high category with very high. The result was that 24% of subjects were in the low SWB category, 29% of the subjects were in the moderate SWB category, 31% of

the subjects were in the high SWB category, and 16% of the subjects were in the very high SWB category.

In terms of teacher status, 9% are civil servants, 14.1% are permanent teachers of foundations, and 76.9% are non-permanent teachers of foundations. The following is a schematic and summary table of descriptive statistics for the 3 groups.

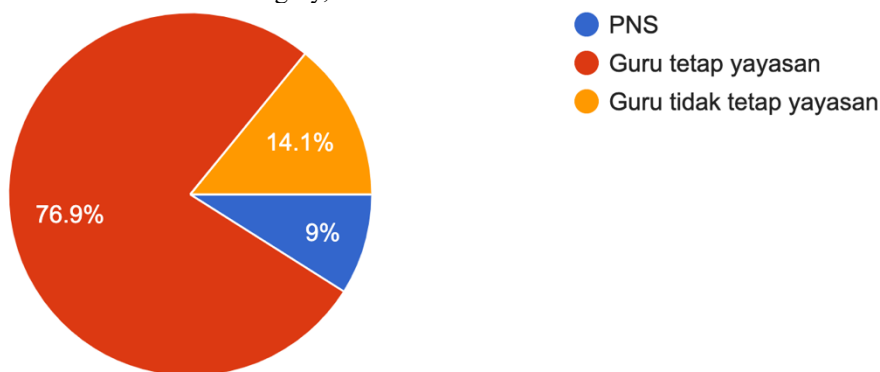


Figure 1 calculation in percent

Table 5 Descriptive analysis of SWB based on teacher employment status

Teacher Employment Status	Mean	SD	Z - Score
Civil servant	24.5	3.7282	-0.0348
Permanent foundation teacher	24.55932203	4.1988	-0.02
Non-permanent foundation teacher	25.2	3.5389	0.1393

Statistical calculation of Z value was used to compare the 3 groups. The results sequentially are non-permanent foundation teachers with a Z value of 0.1393, civil servant teachers with a Z value of -0.02, and permanent foundation teachers with a Z value of -0.0348. This means that the highest SWB is for non-permanent foundation teachers, followed by civil servant teachers and foundation permanent teachers.

3.2. Discussion

Based on the results of this study, the SWB of teachers during the pandemic did not differ on several variables, namely the variables of gender, marital status, school level, age, and teaching experience. This means that male and female teachers, married and unmarried

marital status, kindergarten-high school level, teacher age, and teacher teaching experience do not affect subjective wellbeing. The results of this study are in line with cross-national research on teacher SWB in two countries, namely Hong Kong and Italy, where teacher age and marital status are not related to the three components of SWB in the two groups [24].

Chan's research results show that gratitude and forgiveness are substantially and significantly correlated with each other, and in particular with a meaningful life orientation, and with all three measures of SWB. The correlation pattern indicates that the more grateful a person is, the more likely that person will forgive, support a meaningful life orientation, and experience greater life satisfaction, more positive emotions, and relatively few

negative emotions. This substantial correlation has nothing to do with gender, age, and years of teaching experience. Gender differences in gratitude, forgiveness, three happiness orientations, and three measures of subjective well-being were also examined by conducting an independent sample t-test. The results showed that male and female teachers did not have significantly different scores on all of these variables [25].

Comparison with research between before the pandemic and after the pandemic, it turns out that there is no difference in SWB in sociodemographic variables, namely gender, marital status, school level, age, and teaching experience. However, the factors that distinguish teachers' SWB are the level of gratitude and forgiveness. It can be said that to improve teacher SWB, efforts are needed to increase gratitude and forgiveness, thus a teacher feels more satisfied with life and has more positive emotions.

The results of this study also showed that the SWB of teachers in the medium and high categories had the highest frequency, followed by low SWB, and then very high SWB. Very high SWB means that the individual lives his life with full satisfaction. Medium and high SWB means that most individual teachers can adjust to the best of their ability, so that they can accept the situation. The existence of a low SWB (24%) can be understood because the pandemic condition causes stress in many aspects of life, and is influenced by internal factors within the individual, such as the factor of gratitude (grateful) and forgiveness (forgiveness) which are still lacking.

This study also seeks to reveal the effect of teacher employment status (PNS, permanent teachers, and non-permanent foundation teachers), where the highest SWB results were obtained for non-permanent foundation teachers, followed by civil servant teachers, and the lowest were foundation permanent teachers. The Foundation's permanent teacher SWB is in the lowest category, which can be analyzed based on the heavier workload and responsibilities on foundation permanent teachers compared to non-permanent foundation teachers during this pandemic, while the salary earned is no different, it is reduced compared to before the pandemic. Meanwhile, civil servant teachers get a fixed salary, while non-permanent teachers can have side jobs because their responsibilities are not heavier than permanent teachers.

In previous research, it has been proven that the level of SWB is not influenced by the status of teachers as honorary teachers / non-permanent teachers, because the thing that affects SWB is their perspective on the profession they are living [9], [26].

4. CONCLUSION

The SWB of teachers during the pandemic did not differ in several variables, namely gender, marital status, school level, age, and teaching experience. The factors that distinguish teachers' SWB are the level of gratitude and forgiveness. It can be said that to improve teacher SWB, efforts are needed to increase gratitude and forgiveness, thus a teacher feels more satisfied with life and has more positive emotions.

SWB is also not influenced by the status of teachers as honorary teachers / non-permanent teachers, because the thing that affects SWB is their perspective on the profession they are living. It is proven in this study, that the SWB of non-permanent teachers is higher than that of PNS teachers and permanent teachers of foundations.

In the percentage of teachers who have low, medium, high and very high SWB, medium and high SWB have the largest numbers. However, the low SWB number also has a large percentage. Thus, attention is needed to improve the SWB of teachers through matters relating to gratitude, forgiveness and the meaning of life.

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