



# The Relationship Between Self-Efficacy and Subjective Well-Being of the Gontor for Girl Islamic Boarding School Devotion Teachers

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**Abstract.** The problem in this study is the finding of subjective well-being or subjective well-being of the devotion teachers at the Gontor Putri Islamic Boarding School. The majority are in the moderate category, so efforts are needed to increase the self-efficacy of devotion teachers. Subjective well-being is a positive assessment of an individual's cognitive and emotional life. While self-efficacy is an individual's belief or belief in the ability to organize, perform tasks, achieve goals, produce something, and take action to demonstrate certain skills. The aims of this study were 1.) to determine the level of self-efficacy of the Gontor Putri Islamic Boarding School devotion teachers, 2.) to determine the subjective well-being level of the Gontor Putri Islamic Boarding School devotion teachers, 3.) to determine the relationship between self-efficacy and subjective well-being at the devotion teachers of the Gontor Putri Islamic Boarding School. The research method used is a quantitative method using product moment correlation analysis. The number of research samples was taken using purposive sampling calculation so that 100 samples were collected. The data was distributed using a Likert scale-modeled questionnaire. Assessment of life satisfaction is measured on the Life Satisfaction Scale (SWLS), and positive and negative emotions are measured on the Positive and Negative Experience Scales (SPANES). Moreover, self-efficacy is measured on the General Self-efficacy Scale. The results showed that the level of self-efficacy was in the moderate category (93%), subjective well-being was also in the moderate category (65%), and the correlation value ( $r$ ) of the two variables was 0.302 ( $\text{sig} = 0.002 < 0.05$ ). From the results of this study, it is proven that the hypothesis in this study is accepted with details  $H_0$  is rejected, and  $H_a$  is accepted. That is, the higher the self-efficacy of the service teacher, the higher the subjective well-being. On the other hand, the lower the self-efficacy of the service teacher, the lower his subjective well-being will be.

**Keywords:** Self-Efficacy · Subjective Well-Being

## 1 Introduction

Boarding School has a dormitory system (complex), and students receive religious education through a learning system or madrasah, which is fully under one or more sovereignty.

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Along with the development of boarding schools, the teaching staff or teachers who serve in the boarding school will be faced with various kinds of roles and tasks that increase. This is relevant to research which states that it is not uncommon for them to have multiple roles in their daily lives (Anwar & Fauziah, 2019).

In this service project, devotion teachers, who are generally early adults, are faced with various roles they play in everyday life. This dual role explains that in the morning, they act as teachers or teaching staff, then during the day, they get the mandate to take care of the cottage sector, and they also act as active students at the lecture level in the afternoon until the evening (Zain, 2016). This service system is expected to support its alums to carry out multiple roles and train them to become strong and resilient individuals. In the case of dual roles, this condition can affect the service teacher's stress level and impact welfare, affecting the service period. According to Kholidah and Alsa (2012), Individual stressors among devotion teachers include intense competition, poor self-management, adaptation to new environments, and personal needs both outside and inside the school. Individuals who are anxious and unable to fulfill their developmental responsibilities effectively may experience a decline in subjective well-being. The assessment focuses on why and how a person lives positively and pays more attention to cognitive assessments and positive emotional responses.

According to Diener, Suh, & Oishi (1997), subjective well-being is an assessment of life satisfaction, positive influence, and negative influence from an individual perspective. With positive and negative affect, each is an affective dimension, and life satisfaction is a cognitive dimension (Diener, 1984; Filsafati & Ratnaningsih, 2016). Diener & Tay (2015) define subjective well-being as the state of a person whose cognitive characteristics include general and specific life satisfaction and emotional well-being, defined as experiencing pleasant effects more often than negative feelings. It focuses on individuals concerned with the positive affective big picture of their life experiences. Subjective well-being has a concept that is an individual evaluation of his life, including life satisfaction or cognitive evaluation, as well as evaluation of emotions and moods.

Subjective well-being is considered good when individuals are dominated by positive effects or emotions of pleasure and satisfaction. In addition, Diener, Lucas, Oishi, & Shu (2002) also suggested that happy people tend to pay more attention to positive experiences in life, while unhappy people pay more attention to the most difficult areas in life. Based on an initial survey conducted by researchers on October 23, 2021, using two methods, namely interviews with devotion teachers at the Darussalam Gontor For Girl Islamic Boarding School, devotion teachers experienced positive and negative impacts on subjective well-being during their service period. Then, based on the results of an initial survey (interview) by researchers with ten devotion teachers at the Darussalam Gontor For Girl Islamic Boarding School, the stressors faced by the devotion teachers were the lack of self-management that made them negligent and less focused when carrying out the mandate, friends who were less supportive of cooperating in carrying out boarding tasks, tasks that stack but have to run concurrently in a short time, etc. In relation to the initial survey data, it is known that individuals who have good subjective well-being are better able to cope with stressors. On the other hand, individuals who have low subjective well-being will have difficulty dealing with problems/stressors well, and this can lead to psychological disorders (Suldo, 2009).

On the other hand, devotion teachers (second to the fifth year) who are dominant feel the positive effect. They always have ways to deal with their stressors. Based on the results of the questionnaire that 30 devotion teachers filled out, the positive effect felt by the devotion teachers included: feeling happy for the trust given by the cottage, proud to be able to complete different tasks at the same time, being strong in carrying out multiple roles, and enthusiastic and enthusiastic in carrying out any given task. Meanwhile, the negative effect they felt included: irritability due to a lack of self-management of time division in doing tasks, worry when assignments came and had to be completed simultaneously, sadness because of unsupportive work partners, and nervousness when tasks came together suddenly. Teachers currently active in the devotion period (second to the fifth year) are highly expected to have subjective well-being because they have various jobs and must meet the expectations of others regarding the tasks they do. Subjective well-being is closely related to several aspects of life, including social relationships (Seligman, 2011), physical health, including mortality and longevity (Diener & Chan, 2011), and mental health (Diener & Chan, 2011). When individuals have low subjective well-being, they can improve it in various ways, including by dealing with unpleasant emotions and increasing their self-efficacy. Self-efficacy is a term that refers to an individual's belief in his or her ability to complete certain actions to achieve specific goals successfully. This is because individuals with high self-efficacy are willing to tackle difficult tasks. Those who avoid unpleasant situations are not due to the threats that exist in the situation but the inability to manage the aspects that exist within themselves to deal with problems (Rustika, 2016).

Self-efficacy is the ability to influence events that occur around it; self-efficacy is said to be bad. Basically, it can only affect events that occur around it. One of the emotional experiences that individuals have can be understood and explained in the word subjective well-being. The broad word refers to the way an individual's life is evaluated. Subjective well-being is defined as a person's assessment of his own life, considering various variables such as low life satisfaction, depression, anxiety, and happiness. A number of studies show a correlation between subjective well-being and self-efficacy, including research by Karademes (2006) on 201 people, which shows that self-efficacy is a person's capacity to perform & coordinate a series of behaviors to achieve the desired thing. In addition, a survey of high school students by Caparo (2005) found that students' self-efficacy in dealing with positive and negative emotions, maintaining good interpersonal relationships, and giving students a positive outlook, which explains that it can foster hope for future maintenance in front of students. This is in line with Bandura's definition of self-efficacy and emphasizes the element of self-confidence that individuals have when faced with unknown stressful future scenarios (Indriati, 2015). The various responsibilities in the service program implemented at the Gontor Islamic Boarding School are expected to be able to manage various aspects within themselves to support their success in undergoing the service program. Among them are the problems of college majors that do not match their talents and interests, the wishes of their parents, wanting to know life outside the cottage, and feeling like they don't want to do something that they don't want. Meanwhile, the period of service at the cottage requires resilience to live a responsible life and is not free to choose what activities you want to be engaged in. Researchers want to examine devotion teachers in the second year to the fifth year

because of their more duties and responsibilities than the first-year devotion teachers. “Meanwhile, in the second to fifth year, they are the ones who have to survive in the cottage with the various roles they play.”

Devotion teachers are between the ages of 18 and 25, which is defined as the period of early adulthood. Therefore, it is very important for devoted teachers to have a high level of self-efficacy in order to achieve their goals and thereby increase life satisfaction, which is an element of subjective well-being. Then, the researcher wants to write a thesis entitled “The Relationship of Self-efficacy with Subjective Well-Being of the Gontor For Girl Islamic Boarding School Devotion Teachers.”

## 2 Method

There are two variables in this study, namely the independent variable (X), which is a variable that affects the Y variable, and in this study is self-efficacy. The dependent variable (Y) is a variable that is influenced by the independent variable and, in this study, is subjective well-being. The subjects of this study were 100 devotion teachers (second to the fifth year) of Darussalam Gontor For Girl sampling using the purposive sampling method.

This study uses a Likert scale consisting of favorable items and unfavorable items. The method used in this research is quantitative correlation using the product moment test. The number of research samples was taken using a purposive sampling technique. The self-efficacy variable uses a scale developed by researchers and is based on three dimensions of self-efficacy from Bandura (1997), which was later translated by Syahputra (2015) and adopted by researchers with a total of 40 items. Then the subjective well-being variable uses a scale that has been translated from the Diener (2008) subjective well-being scale by Ulfah (2016), which was later adopted by the researcher with a total of 17 items. Assessment of life satisfaction is measured on the Life Satisfaction Scale (SWLS), and the assessment of positive and negative emotions is measured on the Positive and Negative Experience Scales (SPANE). And self-efficacy is measured on the General Self-efficacy Scale.

## 3 Results and Discussion

In this study, the normality test used the One-Sample Kolmogorov-Smirnov Test with a significance level of 0.05. Data can be said to be normally distributed if the significance level is greater than 5% or 0.05 (Duwi Priyanto, 2009). The data analysis was carried out with the SPSS 25 for windows program, and the data generated from the results of the pre-test and post-test scores were tested for the test of normality.

The basis for decision-making is if  $\text{sig} > 0.05$ , then it is called normal if  $\text{sig} < 0.05$  can be said to be abnormal. This test obtained a significance of  $0.200 > 0.05$ , which means that the data is normally distributed. The results showed that there was a relationship between the self-efficacy variable and the subjective well-being variable. Based on the results of the product-moment correlation hypothesis test, the correlation coefficient ( $r$ ) of self-efficacy with subjective well-being is 0.302. By obtaining a significance level of 0.002 ( $\text{sig} = 0.002 < 0.05$ ).

This shows a positive relationship between self-efficacy and subjective well-being. Shows that when self-efficacy increases, subjective well-being increases. Conversely, when self-efficacy decreases, subjective well-being decreases. The results of the analysis show that the research hypothesis is correct. The effective contribution of the self-efficacy variable to the subjective well-being of devotion teachers at Pesantren Gontor Putri is 9.1%, as indicated by the coefficient of determination (KD) of 0.91, while the remaining 90.9% is influenced by factors other than oneself. The level of self-efficacy of Gontor Putri devotion teachers is moderate, with a percentage of 93%, which is 93 out of 100 people.

The rest there are seven devotion teachers with high self-efficacy category. Indicates that the subject has confidence in his ability to complete the devotion that is not small in himself. Based on the results of the subjective well-being scale analysis, most of the devotion teachers at the Modern Darussalam Gontor Putri Islamic Boarding School are in the medium category with a percentage of 65% or 65 people; devotion teachers are classified as having low subjective well-being numbers up to 25 people with a percentage of 25%, and there are 10 teachers who are classified as having high subjective well-being with a percentage of 10%. This shows that the subject feels quite satisfied during his service period. The results of testing the two variables on the research subject that have been described previously show that the self-efficacy of the devotion teachers at the Gontor Putri Islamic Boarding School is still low in terms of accepting the difficulty of the tasks given and their confidence in completing tasks with varying degrees of difficulty. Similarly, research on the subject shows that the subjective well-being of devotion teachers at Pesantren Gontor Putri is still lacking in terms of perception of positive emotions, with most of the devotion teachers maintaining a moderate level of subjective well-being.

That is, the greater the self-efficacy of the service teacher, the greater the subjective well-being. Based on the results of the study, the level of self-efficacy of devotion teachers at Pesantren Gontor Putri was mostly in the medium category, with 93 respondents (93%). Meanwhile, 7 respondents, or the other 7%, are in the high category. This means that most of the devotion teachers already have self-efficacy and understand how important it is to have self-efficacy in order to successfully complete various tasks or problems encountered during the service process. Then based on the results of the study, the level of subjective well-being of devotion teachers at Islamic Boarding School Gontor For Girl was mostly moderate, with 65 respondents (65%) in the medium category. Meanwhile, 10 respondents, or 10%, are included in the high category. And 25 respondents, or another 25%, are included in the low category. This means that the service teacher at Pondok Modern Darussalam Gontor Putri experiences periods of satisfaction and periods of dissatisfaction in their lives. The results show that there is a relationship between self-efficacy and subjective well-being of devotion teachers at Pesantren Gontor Putri with a correlation value of 0.302, which indicates that the two variables are quite influential. That is, the greater the self-efficacy of the service teacher, the greater the subjective well-being. On the other hand, the lower the self-efficacy of the service teacher, the lower the subjective well-being.

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