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RELATIONSHIP BETWEEN SELF-EFFICACY WITH SUBJECTIVE WELFARE IN ADOLESCENTS IN URBAN REGION

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ABSTRACT

BACKGROUND: This article studies the relationship between self-efficacy and subjective well-being in adolescents in urban areas.

Aim: This study aims to determine the relationship between self-efficacy and subjective well-being of adolescents in Surabaya.

METHOD: In this study, researchers used quantitative research types. Quantitative research emphasizes numerical data that is processed by statistical methods to test a hypothesis. This research is a survey research that is research that takes a sample from one population and uses a questionnaire as a primary data collection tool. There are three subject criteria in this study, namely 12-21 years old, high school students who study in Surabaya. The description of the location of this study are several schools located in Surabaya. School

RESULT: The results of data analysis show that self-efficacy has a relationship with adolescent subjective well-being. This can be seen from the significance level of less than 0.005 which is equal to 0.00.

CONCLUSION: The level of self-efficacy affects the level of perceived subjective well-being.

INTRODUCTION

Adolescent period is a transition between children into adults. This phase of life must be passed by teenagers. The tasks of adolescent development include accepting their physical condition, gaining emotional freedom, being able to get along, finding models for identification, knowing and accepting abilities, strengthening self-control on the basis of values and norm scales, and leaving reactions and ways of adjusting to childhood. In the aspect of accepting his physical condition, adolescents must be able to accept the physical changes that are happening to them, if only at that time the teenager wants to become a police officer, but when the physical changes do not correspond to the expected posture, adolescents are required to be able to accept the fact. When the developmental task cannot be exceeded, it will cause teenagers to behave unexpectedly. When adolescents cannot accept the fact that their posture is not as expected so that what they aspire cannot be realized, it can cause adolescents to grieve, closing themselves from relationships which can actually hinder the development of adolescents themselves (Gunarsa, 2008).

The process of fulfilling the task of adolescent development does not always run smoothly because it faces pressure and obstacles due to physical, cognitive, social, and emotional vulnerability. This kind of condition can influence adolescents in considering the suitability of their ideals, abilities, interests, talents, emotional conditions, and future thoughts (Santrock, 2002). This can lead to juvenile delinquency, as happened in the United States for example, in 1960-1996 juvenile delinquency cases increased very dramatically (Santrock, 2002). Juvenile delinquency in Indonesia is also unavoidable, compiled from KEMENPORA (2009) during 2008 there were 3,280 juvenile delinquency consisting of 2,797 cases with male sex offenders and 483 cases with female sex offenders which increased from the previous year ie in 2007 there were 3,145 cases.

Based on preliminary data retrieval conducted on September 20, 2018 in one school in Surabaya by interviewing one of the BK teachers, as for some problems or violations that often occur, namely: (1) the number of students who come late to school, (2) students do not entering school without permission, (3) at certain hours students do not enter class; (4) fighting.

From researcher interviews with a number of high school (high school) students who skipped school, the problem that occurred was that students assumed that the school period was boring during certain days with certain lessons. Then students have difficulty interacting with the teacher. Students experience stress when accepting lessons they think are difficult. Furthermore, he also experienced anxiety about the national exam he was about to face, fearing that he would not pass the National Examination.

This study aims to find out if there is a relationship between Self-efficacy and Subjective Well-Being in Teenagers / High School students in Surabaya

This study is expected to provide benefits that are expected to be useful for the development of science, especially in the field of Educational Psychology and Development related to the topic of Self-efficacy.

RESEARCH METHODS

Place: The description of the location of this study are several schools located in Surabaya. School

RESEARCH DESIGN

In this study, researchers used quantitative research types. Quantitative research emphasizes numerical data that is processed by statistical methods to test a hypothesis. This research is a survey research that is research that takes a sample from one population and uses a questionnaire as a primary data collection tool (Singarimbun and Effendi, 1995). Based on its purpose, this research is an explanatory research or explanatory research, namely research that explains the causal relationship between variables through testing hypotheses (Singarimbun and Effendi, 1995). The survey is intended to ask respondents about self efficacy with subjective well-being.

Variable

The independent variable is the self efficacy, while the dependent variable is Subjective Well-Being.

Sampling technique

Data collection techniques in this study used survey or questionnaire techniques. According to Kerlinger (1990) explains that the questionnaire as a data collection tool that contains written questions. There are three subject criteria in this study, namely 12-21 years old, high school students who study in Surabaya (Kerlinger, 1990).

RESEARCH INSTRUMENT

GSE (General Self Efficacy) translated from Mattias Jerusalem & Ralf Schwarzer (1995) which consists of 10 items that have been used by Dian (2014) in his research entitled "The relationship between self efficacy and subjective well-being. in new students who boarded "with a reliable score of 0.722 (Luszczynska, Gutiérrez-Doña and Schwarzer, 2005).

According to Diener (2000; 2009) the measurement of subjective well-being variables can be measured using 2 measuring instruments, so that an approach to one subjective well-being variable is obtained (E, Diener., & Lucas, 2000; Diener, 2009). Measurement of subjective well-being in the cognitive domain comes from the SWLS (Satisfaction With Life Scale) scale compiled by Diener (1985). This scale has a reliability of $r = 0.870$. While the measuring instrument in the affect domain can use the HOT scale (Positive Affect Negative Affect Schedule)

compiled by Watson and Tellegen (1985) and has a reliability of $r = 0.88$ for PA and $r = 0.87$ for NA (Diener, 1985).

In this study the SWLS and HEAT measuring instruments used are adaptations to the measuring tools used by Dodik (2017) in his study entitled "The Effect of Self-efficacy on the Subjective Welfare of Orphans Adolescents" and produce a reliability coefficient of $= 0.706$ for the SWLS scale and $= 0.742$ for the HOT scale.

Data collection

The data were collected through the survey and questionnaire.

Data analysis

Data analysis to test the hypothesis was obtained through a survey containing scales to measure the two variables. The data is then analyzed using statistical techniques to draw results and conclusions. The stages of analysis carried out are: 1. Editing, editing process is a process of checking the raw data that has been obtained with a view to detecting errors and omissions and correcting things if possible (Kothari, 2005); 2. Coding, is the process of giving certain numbers or symbols to the results of data that can be entered into a limited number of classes from a predetermined category or class (Kothari, 2005); 3. Data analysis using the IBM SPSS Statistics 22 application. First, an assumption test must be performed to determine whether it uses parametric or non-parametric. Assumptions test is done by (1) Normality Test, this stage is to determine the distribution of data following or approaching the normal distribution, i.e. the distribution of data shaped like a bell or bell-shaped. Good data distribution is data that does not deviate to the right or left ((Santoso, 2010). (2) Linearity Test, this stage aims to test whether there is a relationship between the dependent variable and the independent variable is a straight line (linear) in the range of certain independent variables(Santoso, 2010); 4. Hypothesis testing is done after the assumption test and known whether the parametric data or not, then the research hypothesis test or data analysis test is conducted. Test data analysis in this study is a test of the relationship or correlation between Self-efficacy and subjective well-being also to show how much the relationship that occurs between two variables (Priyatno, 2008).

RESULT

Data analysis

Table 1. Self-efficacy score categorization by sex

Sex	Frequency		
	High	Moderate	Low
Male	6 (7.2%)	29 (35%)	13 (15.5%)

Female	3 (3.6%)	27 (32.5%)	5 (6.2%)
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Can be known the categorization of self-efficacy scores when viewed from gender. The percentage getting a score in the high category is dominated by men with a value of 7.2% or 6 people from the total number of subjects while women only 3.6% or 3 people from the total subject. In the medium category, men dominated with a score of 35% or 29 people from the total number of subjects, compared with women with a score of 27 people or 32.5% of the total subjects. In the low category, the most score is owned by male subjects, namely 13 people or 15.5% of the total subjects.

Table 2. Norms of self-efficacy by age

Age (years)	Self-efficacy norms		
	High	Moderate	Low
15	4 (5%)	20 (24%)	12 (14.4%)
16	3 (3.6%)	20 (24%)	5 (6.2%)
17	2 (2.2%)	12 (14.4%)	0 (0%)
18	0 (0%)	4 (5%)	1 (1.2%)

Based on the table above, it is known that the highest score of self-efficacy is owned by subjects aged 15 years, that is as much as 5% or 4 people out of the total subjects aged 15 years. At ages 16 and 17 have sequential high frequency scores of 3 (3.6%) and 2 (2.2%) of the total number of subjects. There are no high scores held by subjects aged 18 years.

In the category of self-efficacy scores are dominated by ages 15 and 16 years with a frequency score of 24% or 20 of the total subjects, respectively. whereas subjects with ages 17 and 18 have a frequency score of 12 or 14.4% and 4 or 5% of the total number of subjects.

In the low self-efficacy score category, the majority have a frequency score of 14.4 or 12 people with 15 years of age. subjects with 16 years of age who had low scores of 5 people or 6.2% of the total subjects aged 16 years. Whereas in subjects aged 17 years there were no subjects with low scores. subjects aged 18 years had 1.2% or 1 person with low self-efficacy scores.

In addition to the norm of the self-efficacy scale, the researchers also make a normalization for the subjective well-being scale. Here is a table categorizing norms of subjective well-being:

Table 3. SWB score categories are based on norms

Norma	Category	Frequency	Percentage
61 <X	High	11	13%

$32 < X \leq 61$	Moderate	47	57%
$X \leq 32$	Low	25	30%

Based on the table above, it is known that the SWB score is high with a total of 13% or 11 people from the number of subjects, a medium value with a number of 57% or 47 people, and a low value with a number of 30% or 25 people from the total number of subjects.

Table 4. Categorization of SWB scores based on gender

Sex	Frequency		
	High	Moderate	Low
Male	7 (8.5)	24 (29%)	17 (20.5%)
Female	4 (5%)	23 (27%)	8 (10.5%)

The self SWB score can be seen through the sex of the respondents. The percentage getting a score in the high category is dominated by men with a score of 8.5% or 7 people from all male subjects while women only 5% or 4 people from the total female subjects. In the medium category, men dominated with a score of 29% or 24 people from the total number of subjects, compared with women with a score of 23 people or 27% of the total subjects.

Table 5. SWB Score Data Based on age

Age (years)	Frequency		
	High	Moderate	Low
15	4 (5%)	20 (24%)	13 (15.5%)
16	6 (7.2%)	15 (18.4%)	7 (8.5%)
17	1 (1.2%)	10 (12%)	3 (3.6%)
18	0 (0%)	2 (2.2%)	2 (2.2%)

Based on the above table, it is known that the highest SWB score category is owned by 16-year-old subjects, as many as 7.2% or 6 people from the total number of subjects. At ages 15 and 17 have sequential high frequency scores of 5% or 4 people and 1.2% or 1 person from the total number of subjects. There are no high scores held by subjects aged 18 years.

In the category of SWB scores are being dominated by ages 15 and 16 years with a frequency score of 24% or 20 people respectively and 15 or 18.4% of the total number of subjects. Whereas subjects with ages 17 and 18 have a frequency score of 10 or 12% and 2 or 2.2% of the total number of subjects.

In the low self-efficacy score category, the majority have a frequency score of 14.4 or 12 people with 15 years of age. subjects with 16 years of age who had low scores of 5 people or 6.2% of the total subjects aged 16 years. Whereas the

subjects aged 17 and 18 years had low scores of 3 and 2 people respectively from the total number of subjects.

DISCUSSION

Hypothesis testing in this study uses non-parametric statistical methods because the data obtained are not normally distributed. Testing the relationship between two variables in non-parametric statistics using the Spearman Rho relationship test. The Spearman Rho correlation test is used because it does not require normal or linear distribution of data. Hypothesis test results support H_1 which reads 'There is a significant relationship between self-efficacy and subjective well-being of adolescents in the city of Surabaya'. This is based on the significance level obtained at 0.000 which indicates that the relationship between the two variables in this study is significant. The relationship between the two variables also means to be positive.

In addition to showing the level of significance of the research, the results of the hypothesis test of this study also provide information on how strong the correlation is between attitudes towards mangrove forest conservation with the intention to participate in mangrove forest conservation activities. Cohen explains that in determining the strength of the relationship between the two variables can be seen from the correlation coefficient. Hypothesis test of this study shows the correlation coefficient of 0.760. Referring to the interpretation of the correlation coefficient proposed by Pallant (2007), the correlation coefficient in this study is included in the strong category (Pallant, 2007).

The results of this study support the results of previous studies which state that there is a relationship between self-efficacy and subjective well-being. As explained by Karademas (2006) High self-efficacy is related to the regulation of stress processes, for better adaptation, to form higher self esteem, better well-being, better physical condition, and recovery from acute illness. and chronic, whereas low self-efficacy is associated with more symptoms of anxiety and depression, and low levels of subjective well-being. whereas low self-efficacy is associated with more symptoms of anxiety and depression, and low levels of subjective well-being (Karademas, 2006).

CONCLUSION

Based on the results of data analysis, it can be concluded that the research hypothesis is accepted. Based on the results of the correlation test Spearman Rank, there is a significant relationship of self-efficacy with subjective well-being in adolescents. The level of self-efficacy affects the level of perceived subjective well-being. The results of the positive correlation test also indicate that the higher the self-efficacy, the higher the subjective well-being perceived. Vice versa, if self-efficacy is low, the subjective well-being is on the same level.

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