

## **The Influence Of Self Efficacy And Job Satisfaction On The Psychological Wellbeing Of Honorary Teachers State High School In Depok City**

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### **ABSTRACT**

Indonesia has a shortage of ASN (Aparatur Sipil Negara) teachers, so the education office and state high school principals recruit honorary teachers. The problems often faced by honorary teachers are unclear status, low welfare and quality. This study aims to empirically examine the effect of self-efficacy and job satisfaction on the psychological well-being of honorary teachers at SMA Negeri in Depok City. This research is quantitative using multiple linear regression test with 125 respondents obtained through random sampling techniques. This research uses a questionnaire containing a psychological well-being scale, a self-efficacy scale, and a job satisfaction scale. Based on the results of the analysis that has been carried out, an F value of 27.405 is obtained with a significance level of 0.000 ( $p < 0.05$ ) and an R Square value of 0.31 (31%). These results indicate that self-efficacy and job satisfaction jointly affect psychological well-being by 31% while 69% are influenced by other factors outside of the study. Based on research findings, self-efficacy and psychological well-being for honorary teachers are in the high category, while job satisfaction is in the medium.

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### **INTRODUCTION**

Many teachers in Indonesia have not been appointed as State Civil Apparatus (ASN) so they still have the status of honorary teachers. Even though they have a workload with the same number of teaching hours, the salaries received by honorary teachers are far below the salaries of teachers with ASN status. The Indonesian Teachers Association (PGRI) is of the opinion that the salaries of teachers with the status of regional honorary staff and school honorariums should be at least equivalent to the City/Regency Minimum Wage (UMK) (Nashrullah, 2021). This is what causes the lives of honorary teachers to be far from prosperous.

Status as an honorary teacher causes teachers to get an inadequate salary (Fachrizal, 2020). The salary of honorary teachers does not even reach the UMR (Regional Minimum Wage) salary. For example, the UMR in Depok City is Rp. 4,339,514.73 (Abraham, 2021). Meanwhile, the salary of honorary teachers of State High Schools in Depok City based on the list of payment of honorarium allowances for educators and non-civil servant education personnel at State Senior High Schools at the Regional II Office Branch Office of the West Java Provincial Government Education Office in September 2021 is IDR 2,040,000.00. This amount comes from the calculation of 24 hours of teaching with a fee of IDR 85,000.00 per hour. Ketidakjelasan status pada guru honorer dan gaji yang tidak layak tersebut dapat mempengaruhi kesejahteraan psikologis dari guru honorer. Ryff and Singer (2002) revealed that psychological well-being is the result of an individual's assessment or evaluation of himself

which is an evaluation of his various life experiences. Six dimensions of psychological well-being include self-acceptance, positive relationships with others, environmental mastery, purpose in life, personal growth, and autonomy (Ryff & Singer, 2002). If individuals have a high level of psychological well-being, they can improve their health for the better, live longer, increase life functions, shape quality of life and increase life expectancy (Diener, E.; Wirtz, D.; Biswas-Diener, R.; Tov. , W.; Kim-Prieto, C.; Choi, D.-w.; Oishi, S, 2009).

A person in a good state of psychological well-being will do his best to fulfill his duties and responsibilities. Therefore, in order to carry out his profession well, a teacher must have confidence in his own ability to work, so that it can improve student learning achievement. Confidence in one's ability to work is interpreted as self-efficacy (Hoy, 2000). Putri and Rustika (2016) revealed that self-efficacy has a relationship with psychological well-being.

Bandura (in Feist & Feist 2007) states that self-efficacy is people's expectations that they are able to perform behaviors that will provide the desired results in certain situations. Self-efficacy according to Santrock (2018) is a person's belief in his ability to master the situation and produce something profitable. According to Bandura, the factors that influence self-efficacy are experience mastery, social modeling, social persuasion, physiological state and affection (Feist & Feist, 2007).

The existence of teacher self-efficacy is important so that the implementation of education and learning can take place effectively. This is often in line with the investigate conducted by Fitrianty and Eri (2016) that educator self-efficacy features a positive impact on understudy accomplishment. A teacher is a role model for his students. So that teachers must show good attitudes and behaviors such as being able to master the environment, master learning materials, be able to face challenges, and control themselves and the environment well. These various abilities are in accordance with the concepts of psychological well-being dimensions such as autonomy and environmental mastery.

In addition to self-efficacy, another factor that plays a role in psychological well-being is job satisfaction (Hadjam & Nasiruddin, 2003). Work is an activity that spends the most time for adult individuals, so job satisfaction will greatly affect general welfare. Job satisfaction is a positive feeling almost a work coming about from an assessment of its characteristics (Robbins & Judge, 2017). According to Schultz & Schultz (2006) (in Zainal, Omar & Mahmud 2010) satisfaction in the work environment refers to positive or negative feelings and attitudes towards work..

Teacher job satisfaction is marked by the teacher's satisfaction because they can carry out and complete their duties and responsibilities on time (Amir, Syahrir, & Zahari, 2014). In addition, there is dedication, enthusiasm, craft, perseverance, initiative and high creativity in work. When a teacher is satisfied with his profession, this will be positively related to decision making, a higher level of independence in his work, working environment conditions, and more importantly can improve student achievement (Ferguson, Jacobson, Mertler, Pearson & Moomaw, Singer). , in Hughes, 2006).

Teachers need to adapt to be able to continue to play a role in the world of education and actualize themselves. Therefore, teachers need not only physical well-being but also psychological well-being. On the other hand, a teacher must have confidence in his abilities so that he can educate and improve student achievement. Adult individuals spend quite a lot of time in one day working so that job satisfaction will have an effect on both physical and psychological well-being. Based on this description, it can be concluded that self-efficacy and job satisfaction have an impact on psychological well-being.

## METHOD

This study uses a quantitative approach with the following variables:

1. Dependent Variable (Y): Psychological Well-being
2. Independent Variable (X): a. Self Efficacy; b. Job satisfaction

Psychological well-being in this study is known based on scores on the Psychological Well Being Scale (PWBS) from Springer and Hauser (2006) adapted from Ryff (1989) which consists of six dimensions, namely self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life, and personal growth.

To degree self-efficacy, the analyst alludes to the self-efficacy hypothesis of Bandura (1997). The dimensions of self-efficacy are 3 (three) consisting of level, generality, and strength. The researcher used the General Self Efficacy Scale (GSES) measuring instrument developed by Schwarzer and Jerusalem (1992) which consisted of ten items. The measuring instrument has been adapted into the Indonesian version by Novrianto, Maretih, Wahyudi (2019).

Job satisfaction in research respondents is known based on scores on a job satisfaction survey scale adapted from Spector (1997) which consists of nine dimensions, namely: pay, promotion, supervision, fringe benefit, contingent rewards, work procedures, coworkers, nature of work, communication.

The population of this study were 183 honorary teachers who had received honoraria from the government of West Java Province. The sample (subject) of this study consisted of 125 honorary teachers who worked in State Senior High Schools in Depok City. The likelihood testing procedure utilized is straightforward irregular inspecting, which may be a straightforward examining method by drawing a parcel on the subject within the populace and taking the subject as a predetermined sample (Azwar, 2017).

## RESULTS

To test the hypothesis of this study, namely the effect of self-efficacy and job satisfaction on psychological well-being of honorary teachers, the data analysis technique used was multiple regression analysis. The researcher used the Statistical Package for Social Sciences (SPSS) Version 26 program to analyze the data.

Based on the comes about of the item discrimination power test on the psychological welfare scale which amounted to 42 items, there are 40 items that have good quality item discrimination power and 2 items that are declared not to show good quality (fail). The range of correlation between the total scores on the good quality items ranges from 0.322 to 0.888. On the self-efficacy scale there are 10 items that are declared valid from the 10 items tested. The range of correlation between the total scores on the items with good quality moves between 0.474 to 0.769. On the job satisfaction scale there are 34 items that are declared valid and 2 (two) items that are declared fall out of the 36 items tested. The range of correlation between the total scores on the good quality items ranges from 0.388 to 0.870. From the results of the reliability test after the attempt out, the value of the reliability coefficient of the measuring instrument was obtained as follows

**Table 1. Reliability Statistics**

Reliability Statistics		
Variable	N of Item	Cronbach Alpha
Self Efficacy	10	0,987
Job Satisfaction	36	0,962
Psychological Well Being	42	0,955

Before testing the hypothesis, the assumption is tested first to find out whether or not normality, homogeneity, and multicollinearity are met in the distribution of the data.

### 3.1. Multicollinearity Test

The tolerance value obtained in this study is 0.954 and the VIF value is 1.048, so it can be concluded that there are no indications of multicollinearity in the regression model that will be generated.

### 3.2. Autocorrelation Test

This study uses the Run Test procedure to examine the symptoms of autocorrelation. The Run Test output obtained is as follows:

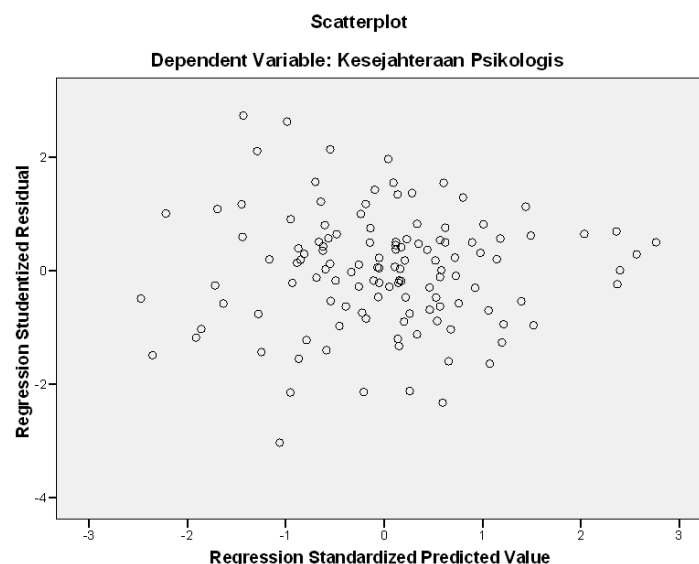
**Tabel 2. Run Test**

Unstandardized Residual	
Test Value	.02007
Cases < Test Value	62
Cases >= Test Value	63
Total Cases	125
Number of Runs	58
Z	-.987
Asymp. Sig. (2-tailed)	.324

a. Median

### 3.3. Heteroscedasticity Test

The only strategy utilized for this test is to observe the graph plot between the predicted value of the dependent variable (ZPRED) and its residual (SRESID). Concurring to Ghozali (2021) the side effect of heteroscedasticity does not happen in the event that there is no clear point dissemination design, or the focuses spread above and below the number 0 on the Y axis. Therefore, it can be concluded that the indication of heteroscedasticity does not happen.



**Picture 1. Scatterplot**

### 3.4. Normality test

The Kolmogorov-Smirnov value obtained is 0.679 with a significance level of 0.746. This implies that the information is ordinarily conveyed since the significance value is more noteworthy than 0.05.

### 3.5. Linearity Test

The D-W value for the linear and quadratic equation models obtained is 1.698. The table D-W values for  $n = 125$  and  $k = 3$  are  $Dl = 1.6757$  and  $Du = 1.7406$ . Because the D-W value for the linear model is 1.698, it is above  $d_l$  1.6757, so it can be concluded that there is no positive autocorrelation or the assumption of model linearity is met.

Next, the researcher tested the hypothesis by using the linear regression technique in the SPSS 26 for Windows program. The results of the first hypothesis test appeared that there was a significant positive impact of self-efficacy on psychological well-being of honorary teachers of SMA Negeri in Depok City. The results of the second hypothesis test demonstrate that there is a significant positive impact of job satisfaction on the psychological well-being of honorary teachers at SMA Negeri in Depok City. The results of the first and second hypothesis testing can be seen within the table below :

**Table 3. Hypothesis Test Results The Effect of Job Satisfaction on Psychological Well-being**

Variable	Standardized Coefficients Beta	T	Sig
<i>Self Efficacy</i>	0,357	4,641	0,000
<i>Job Satisfaction</i>	0,357	4,640	0,000

The results of the third hypothesis test indicate that the variables of self-efficacy and job satisfaction have an impact of 31% on psychological well-being, while the remaining 69% are other factors outside the study. The results of hypothesis testing can be seen in the table below.

**Table 4. Hypothesis Test Results The Effect of Self-Efficacy and Job Satisfaction on Psychological Well-being**

F	R	R square
27,405	0,557	0,310

The categorization of the variables used in this study is based on a comparison of the empirical mean and the hypothetical mean. The results of the calculation of the empirical mean and the hypothetical mean on the variables of self-efficacy, job satisfaction, and psychological well-being can be seen in the following table:

**Table 5. Empirical Mean and Hypothetical Mean**

Scale	Empirical Mean	Hypothetical Mean	Hypothetical Standard Deviation
Self Efficacy	31.53	25.00	5.00
Job Satisfaction	142.76	102.00	28.33
Psychological Wellbeing	179.01	120.00	33.33

Based on the categorization of the variables above, it can be concluded that the sample in this study tends to have a high level of self-efficacy, a moderate level of job satisfaction, and a high level of psychological well-being.

## DISCUSSION

This study aims to examine the effect of self-efficacy on psychological well-being, the effect of job satisfaction on psychological well-being, and the effect of self-efficacy and job satisfaction simultaneously on psychological well-being of honorary teachers. Based on the

results of the analysis, it is known that the first hypothesis proposed is accepted with a calculated T value of 4.641 with a significance level of 0.000 ( $p < 0.05$ ). This shows that there is a significant positive effect of self-efficacy on psychological well-being of honorary teachers. The standardized coefficients beta value is 0.357, which means that 35.7% of psychological well-being variables can be influenced by self-efficacy, while the remaining 64.3% is influenced by other factors. Teachers who have confidence in their ability to organize and complete a task needed to achieve certain results affect their psychological well-being (Suranto & Sugiarti, 2021). The higher the self-efficacy, the higher the psychological well-being of a person.

The results of this first hypothesis are also in accordance with the research of Pambajeng and Siswati (2017) which explains that there is a positive and significant relationship between psychological well-being and self-efficacy. Dimensions of psychological well-being related to self-efficacy are self-acceptance, autonomy, control over the environment, and personal growth. Self-acceptance is a condition of individuals who have a positive view of themselves. Honorary teachers who have high self-efficacy may also have a positive view of themselves, namely believing in their abilities to complete a task. While autonomy, which is defined as the individual's ability to self-regulate, is also related to self-efficacy. Honorary teachers who believe in their own abilities are able to self-regulate independently and evaluate themselves based on personal standards without depending on others. Furthermore, self-efficacy is related to environmental mastery when individuals are able to use the opportunities around them and take advantage of opportunities to advance. Honorary teachers have confidence in the ability to take advantage of opportunities and opportunities around them to advance. Personal growth is also related to self-efficacy when individuals are able to grow, expand, and strengthen their internal conditions. Honorary teachers are able to develop their potential continuously.

Honorary teachers who have high self-efficacy will tend to be motivated and feel challenged to solve problems in their work so they are not easily discouraged and stressed. Self-efficacy in individuals is very important because individuals with confidence in their abilities have positive feelings that make them feel satisfied, become more productive, and have relatively high psychological well-being so that they can create good quality human resources. Confidence in one's abilities affects the success of various fields of life such as education, marriage, and more specifically the field of work. Self-efficacy is very important for teachers because it has a positive effect on student achievement (Fitranty & Eri, 2016).

The results of the next analysis show that the second hypothesis proposed is acknowledged with a T arithmetic value of 4.460 with a significance level of 0.000 ( $p < 0.05$ ). This shows that there is a significant positive effect of job satisfaction on the psychological well-being of honorary teachers. The standardized coefficients beta value is 0.357, which means that 35.7% of psychological well-being variables can be influenced by job satisfaction, while the remaining 64.3% is influenced by other factors.

Research on job satisfaction and psychological well-being by Southeast, Zamralita, Suyasa, (2008), Tanujaya (2014), Prihwantari and Nashori (2018), shows that job satisfaction has a positive relationship with psychological well-being. The honorary teacher who has good job satisfaction will affect the psychological well-being of the honorary teacher. Honorary teachers who have a high level of job satisfaction will have a high psychological well-being as well. This is supported by the results of research by Sarah (2018), Islamiatti (2019), Marcheline and Adiati (2021), and Washinta and Hadi (2021) which show that job satisfaction has an influence on psychological well-being. Sarah (2018) states that salary, boss, rewards, co-workers, and work itself significantly affect psychological well-being.

A person's job satisfaction basically depends on the difference between expectations, needs or values with what according to his feelings or perceptions he has achieved through his work. Honorary teachers who get job satisfaction will automatically do a good job. If the

reward received is equal to or greater than expected, it causes satisfaction. Conversely, if the reward received is less than expected, it causes dissatisfaction. Honorary teachers who feel satisfied with their work tend to have good psychological well-being. Honorary teachers who feel satisfied at work show autonomy, are able to build positive relationships with others, have a purpose in life, self-growth, master the environment, and can accept themselves. This is reinforced by Robbins (2006) which states that employees tend to prefer jobs that provide opportunities to use skills and abilities to learn new things on the job. The condition of employees including honorary teachers who have the opportunity to develop themselves leads to self-growth which can improve the psychological well-being of honorary teachers.

The results of the next analysis show that the third hypothesis proposed is accepted with an F value of 27.405 and a significance value of 0.000 ( $p < 0.05$ ), and an R square value of 0.31 which indicates that there is a significant positive effect of self-efficacy and job satisfaction together. -Same to the psychological well-being of honorary teachers. Self-efficacy and job satisfaction together have an effect of 31% on psychological well-being, while the remaining 69% is influenced by other variables exterior this study. These factors include self-control (Sibuea, 2019), social support (Eva, Shanti, Hidayah, Bisri, 2020) (Rahama & Izzati, 2021), a sense of awareness (trait mindfulness) (Awaliyah & Listyandini, 2017), price self (Santoso & Satwika, 2019), resilience (Qolby, 2019) religiosity (Ardiansyah, 2019). Honorary teachers who have certainty in their capacity to do something to achieve certain goals and have a positive attitude about work and the work environment are able to achieve a better life by not making the past a burden on their lives.

Based on the results of categorization calculations, it can be seen that the level of psychological well-being of honorary teachers in this study is in the high category. This shows that honorary teachers have a positive view of themselves so that they are able to achieve a better (prosperous) life by not making the past a burden on life. In addition, the high level of psychological well-being of honorary teachers may be because honorary teachers love their work. Honorary teachers can overcome their problems, have a purpose in life, and show confidence in their work. This is in line with the results of Fitria's inquire about (2016) which appears that the level of psychological well-being of honorary public school teachers is in the high category.

## **CONCLUSION**

This think about points to empirically examine the effect of self-efficacy and job satisfaction on psychological well-being of honorary teachers at SMA Negeri in Depok City. Based on the results of this study, the three hypotheses proposed in this study were accepted. The results of this study indicate that there is a significant positive effect of self-efficacy on psychological well-being, there is a significant positive effect of job satisfaction on psychological well-being, and there is a significant positive effect of self-efficacy and job satisfaction together on the psychological well-being of honorary teachers at SMA Negeri in Depok city. Self-efficacy has an effect of 35.7% on psychological well-being, as well as job satisfaction has an effect of 35.7% on psychological well-being. Furthermore, self-efficacy and job satisfaction together have an effect of 31% on psychological well-being. The results of this study also show that the honorary teachers of public high schools in Depok have high self-efficacy and psychological well-being. The job satisfaction of honorary teachers of SMA Negeri in the city of Depok is in the medium category.

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