

## The Relationship between Teacher Efficacy and Subjective Well-being among Special Education Teachers in Jakarta

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### Abstract

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Being a special education (SLB) teacher requires specialized skills and strong convictions to impart knowledge to students with diverse needs and characteristics. The belief that a teacher can successfully accomplish tasks is closely linked to self-efficacy. High self-efficacy makes one confident in controlling situations and achieving positive outcomes. Similarly, when a teacher strongly believes in their ability to teach students with special needs, they tend to feel more satisfied and happy with the results of their efforts in achieving educational goals. Special Education teachers (SLB) who struggle to fulfill their job tasks and responsibilities may impact their life satisfaction, emphasizing the importance of self-confidence in handling such tasks and responsibilities successfully. This research aims to investigate the relationship between teacher self-efficacy and subjective well-being (SWB) among SLB teachers. This correlational quantitative study utilized purposive sampling techniques and questionnaires through the g-form and surveys. The questionnaires used included the Teacher efficacy for measuring teachers' self-efficacy, as well as the Satisfaction with Life Scale (SWLS) and Scale of Positive and Negative Experience (SPANE) for assessing subjective well-being (SWB). The study involved 234 SLB teacher participants in Jakarta, aged 20 to 65 years. The research was conducted over approximately two months, from October 2023 to November 2023. Pearson correlation test results indicate a positive relationship between self-efficacy and the subjective well-being of teachers, with  $r = 0.48$ . This suggests that higher self-confidence is associated with a positively perceived personal state.

**Keywords:** Teacher Efficacy, Subjective Well-being, SLB Teacher

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### INTRODUCTION

High-quality special needs education is crucial in Indonesia. Special Schools (SLB) are formal educational institutions catering to children with special needs (ABK). To achieve this goal, it is imperative to have highly qualified and professional educators. Before SLB teachers can fulfill their duties, they must possess patience and maintain good mental and physical health (Yuwenda & Heryanda, 2022).

According to the statistical data for the academic year 2021-2022, there are approximately 84 SLBs in the DKI Jakarta Province, spanning from elementary to high school, both public and private. The SLBs have a total of 6,093 students and 1,413 teachers. Based on this data, it can be inferred that the number of students with special needs is increasing each year, but this is inversely proportional to the quantity of teachers. Being an SLB teacher requires special skills and a strong belief to impart knowledge to students with diverse characteristics. The belief that teachers can successfully fulfill their

duties is closely related to self-efficacy. Self-efficacy is an individual's belief in their ability to perform tasks successfully (Bandura, 1986).

High self-confidence or belief in oneself plays a significant role in an individual's life. With good self-efficacy, an individual is confident in controlling situations and achieving positive outcomes. Similarly, when teachers highly believe in their ability to teach children with special needs, they experience greater satisfaction and happiness with their teaching efforts. Satisfaction and happiness are closely related to Subjective Well-being (SWB). Subjective Well-being (SWB) is an individual's evaluation involving cognitive and affective assessments (Diener, 1997). SWB consists of three components: life satisfaction and positive and negative affect.

## **RESEARCH METHOD**

This study used a quantitative approach, specifically a non-experimental research design utilizing correlation analysis. Correlation analysis was applied to examine the relationship between teacher efficacy and subjective well-being among Special Education (SLB) teachers in Jakarta. The participants in this research were active SLB teachers aged between 20 and 65 years, with a minimum teaching experience of one year. Questionnaires were distributed across several Special Education schools in Jakarta, following the necessary permissions from school principals and authorities.

The researcher used various tools, including informed consent forms, questionnaires, g-form, g-drive, SPSS (Statistical Product and Service Solution), and prepared souvenirs as tokens of appreciation for participants who contributed by completing the questionnaires. Data was collected from October 27, 2023, to November 8, 2023, through questionnaire distribution to the participants. The researcher visited multiple Special Education schools in Jakarta for data collection, and SPSS version 20 for Windows was used for data analysis. Validity testing was conducted using Pearson correlation, followed by reliability testing at both variable and sub-dimension levels. The reliability test revealed one item that lacked reliability in the Subjective Well-being Life Satisfaction (SWLS) measurement tool. With validated and reliable data, the researcher conducted a normality test using the One-Sample Kolmogorov-Smirnov Test. The results indicated a significance value of  $0.8 > 0.05$ , signifying that the data were normally distributed.

## **RESULTS AND DISCUSSION**

This section discusses the review related to the relationship between teacher efficacy and subjective well-being among Special Education (SLB) teachers in Jakarta.

### **Description of the Teacher Efficacy Variable**

The teacher efficacy variable is measured on a scale of 1 to 7, with a midpoint value of 4. Based on the descriptive statistical analysis conducted by the researcher, the average value of the teacher efficacy variable for participants in this study is above the midpoint, specifically at 5.97. This indicates that participants exhibit a high level of teacher efficacy.

In the first dimension, namely the ability to use inclusive instruction, participants are classified as having a good level of proficiency, as the mean value exceeds the midpoint at 6.08. From this data, it can be inferred that participants can create a conducive learning environment for each student according to their individual needs. In the second dimension, participants' collaboration ability level is considered good, with a mean value higher than the midpoint at 5.89. This suggests that participants are adept at making decisions to achieve specific goals, whether directly or indirectly. In the third dimension, the ability to manage behavior is also deemed good, with a mean value higher than the midpoint at 5.95. From this data, it can be concluded that participants can handle student behavior using both reactive and proactive approaches.

**Table 1**  
Description of the Teacher Efficacy Variable

Dimension	N	M	SD	Description
Using Inclusive Instruction	234	6.08	0.66	High (M>4)
Collaboration	234	5.89	0.7	High (M>4)
Managing Behavior	234	5.95	0.63	High (M>4)

#### Description of the Subjective Well-Being Variable

The subjective well-being variable is measured on a scale of 1 to 5, with a midpoint value of 3. Based on the descriptive statistical analysis conducted by the researcher, the average value of the subjective well-being variable for participants in this study is below the midpoint, specifically at 3.35. This indicates that participants have a moderately high level of subjective well-being.

In the first dimension, the level of positive affect among participants is considered high, with a mean value higher than the midpoint at 4.09 (pa). From this data, it can be inferred that participants experience a significant amount of positive emotions. In the second dimension, life satisfaction, participants are classified as moderately high, with a mean value lower than the midpoint at 3.68 (ls). This suggests that participants have a considerable level of happiness and satisfaction in life. In the third dimension, the level of negative affect among participants is considered low, with a mean value lower than the midpoint at 2.29 (na). From this data, it can be concluded that participants experience relatively few unpleasant emotions.

**Table 2**  
Description of the Subjective Well-Being Variable

Dimensi	N	M	SD	Description
Positive Affect	234	4.09	0.59	High (M>3)
Negative Affect	234	2.29	0.73	Low (M<3)
Life Satisfaction	234	3.68	0.61	High (M>3)

#### Normality Test

In this study, a normality test was conducted to determine whether the data in this research is normally distributed or not. The normality test employed for this research is the One-Sample Kolmogorov-Smirnov test. If the significance

value (2-tailed) is more significant than 0.05, then the data is considered normally distributed ( $\text{sig} > 0.05$ ); conversely, if the significance value (2-tailed) is less than 0.05, it can be concluded that the data is not normally distributed ( $\text{sig} < 0.05$ ). Based on the normality test, it can be inferred that the obtained data is normally distributed as the significance value is 0.8 ( $\text{sig} > 0.05$ ).

**Table 3**

Results of the Normality Test

N	Kolmogorov-Smirnov (2-tailed)	Description
234	0.8	Normally distributed ( $\text{sig} > 0.05$ )

### Correlation Analysis between Teacher Efficacy and Subjective Well-Being

The researcher hypothesized that there is a relationship between Teacher Efficacy and Subjective Well-Being among Special Education teachers in the Jakarta area. The researcher used the Pearson Correlation Test to investigate whether there is a statistical relationship between the two variables. The correlation test results between the Teacher Efficacy and Subjective Well-Being variables revealed an r-value of 0.48,  $p=0.000$  ( $p<0.05$ ). Consequently, the null hypothesis ( $H_0$ ) is rejected, indicating a positive and significant relationship between Teacher Efficacy and Subjective Well-Being among Special Education teachers in the Jakarta area (accepting  $H_1$ ). The positive relationship suggests that when the Teacher Efficacy of teachers in Special Education schools is high, the Subjective Well-Being experienced by these teachers is also high, and vice versa.

**Table 4**

Results of Correlation Test between Teacher Efficacy and Subjective Well-Being Variables

Variable	r	p	Description
Teacher Efficacy Subjective Well-Being	0.48	0.000	Positive and Significant

### Differential Analysis of Teacher Efficacy Based on Gender

The test for differences in the Teacher Efficacy variable based on gender was conducted using an independent sample t-test. According to the data obtained, the results indicate that there is no significant difference in the level of teacher efficacy between males and females, with  $F = 0.499$  and  $p = 0.481$  ( $\text{sig}>0.05$ ).

**Table 5**

Results of the Test for Differences in Teacher Efficacy Based on Gender

Gender	M	SD	F	P
Male	125.79	13.45	0.499	0.481
Female	125.48	1263	0.499	0.481

### Differential Analysis of Subjective Well-Being Based on Gender

The test for differences in the Subjective Well-Being variable based on gender was conducted using an independent sample t-test. According to the data obtained, the results indicate no significant difference in the level of subjective well-being between males and females, with  $F = 0.425$  and  $p = 0.515$  ( $\text{sig} > 0.05$ ).

**Table 6**

Results of the Test for Differences in Subjective Well-Being Based on Gender

Gender	M	SD	F	P
Male	113.28	15.16	0.425	0.515
Female	109.82	14.99	0.425	0.515

### Differential Analysis of Subjective Well-Being Based on Age

The test for differences in the Subjective Well-Being variable based on age was conducted using one-way ANOVA. The obtained data resulted in a p-value of 0.006, which is less than 0.05. The results indicate that the average Subjective Well-Being varies significantly across different age groups, specifically between the ages of 20 and 65. Participants aged 51 to 65 years show the highest Subjective Well-Being with a mean value of 116.54, while participants aged 20 to 30 years show the lowest Subjective Well-Being with a mean value of 107.35.

**Table 7**

Results of the Test for Differences in Subjective Well-Being Based on Age

Age Group	M	SD	F	P
20-30	107.35	15.14	4.295	0.006
31-40	112.45	15.26	4.295	0.006
41-50	112.75	12.51	4.295	0.006
51-65	116.54	14.68	4.295	0.006

## CONCLUSION

Based on the correlation calculations, it can be concluded that the obtained relationship results in a positive correlation between the variables of teacher efficacy and subjective well-being. Furthermore, there is significance in the relationship between teacher efficacy and subjective well-being among Special Education Teachers (SLB) in Jakarta. The positive relationship indicates that the higher the teacher efficacy of an educator, the higher their subjective well-being.

## RECOMMENDATIONS

### Recommendations Related to Theoretical Benefits

The first theoretical recommendation is for future researchers to strengthen the existing literature review. This aims to provide insights into the field of psychology, especially in educational psychology. Furthermore, future research could employ a mixed-methods approach, combining quantitative and qualitative methods to obtain more accurate and profound results regarding the relationship between Teacher Efficacy and Subjective Well-being among special education

teachers (SLB) in Jakarta. Additionally, the researcher suggests that subsequent studies expand the sample size and increase the number of participants, ensuring a balanced representation of both male and female participants.

### **Recommendations Related To Practical Benefits**

The first practical recommendation is directed towards teachers instructing children with special needs in special schools, encouraging them to consistently enhance their teacher efficacy. To improve teacher efficacy, teachers may seek support and positive feedback from those closest to them, appreciate every achievement attained, observe the success of others, and manage emotions and thoughts to maintain a positive outlook. As positive emotions increase within each special education teacher (SLB), subjective well-being will also rise, leading to a sense of satisfaction in daily life and an abundance of positive emotions.

The second practical recommendation is aimed at educational institutions consistently providing social and moral support while addressing every challenge SLB teachers face. It is hoped that this support will contribute to enhancing the quality of special education in the country.

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