

Influence of Self-Efficacy and Resilience on Subjective Well-Being: A Study of the New Curriculum Implementation in Indonesia

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ABSTRACT

Objective: This research was purposely conducted to determine how teachers' self-efficacy and resilience influence their subjective well-being, especially in implementing new curriculum policies. **Method:** This research was a correlational study, while the data were collected from 50 respondents and selected using an incidental sampling technique. The questionnaire was employed to gather the data, and SEM analysis using the SmartPLS program was used to analyze data. **Results:** Both self-efficacy and resilience had influences on teachers' subjective well-being. Furthermore, resilience was categorized as high in two of the eight resilience indicators. Meanwhile, one of the five subjective well-being indicators was removed due to the examination of indicator or factor loading values in this study. **Novelty:** This research differed from others as it primarily addressed the variables used in this research individually and still needed to correlate them as factors that possibly influence each other. Moreover, it provides a new perspective on curriculum development by considering teachers' subjective well-being from a non-financial point of view.

INTRODUCTION

Because of the COVID-19 outbreak in 2020, people's subjective well-being is decreasing across the world. Prolonged mobility restrictions, financial instability, and poor-quality social interactions had a detrimental influence on subjective well-being (Carpi et al., 2022). Since the outbreak, various adjustments have been made by the Indonesian government, including the education curriculum (Erol et al., 2022). These adjustments caused massive problems for education practitioners, such as teachers, who were forced to engage in technology-based learning (Billaudeau et al., 2022). Nevertheless, the feeling of responsibility made them disregard their well-being to fulfill these responsibilities (Nawana, 2020). Adjustment and modification in education curricula are generally considered problems because these changes confuse its practitioners (Lei & Medwell, 2022), creating positive and negative emotions for practitioners. Both positive and negative emotions experienced by individuals are part of affective elements in subjective well-being. From the education practitioners' point of view, the increased loads of demands, duties, and pressure from many sides within uncertain conditions should not influence teachers' subjective well-being as these loads were parts of their teaching obligations.

The Social Cognitive Career Theory is used to investigate the phenomenon of subjective well-being amid the curriculum mentioned above changes. The Social Cognitive Career Theory is a subset of Social Cognitive Theory (Brown & Lent, 2013), and it focuses on the career development process, such as adjusting to change and guiding behavior relevant to workplace goals and procedures. Improve workplace well-being. This idea is more widely accepted because it is more up-to-date (Wang et

al., 2022). It focuses not only on individual characteristics but also on environmental aspects of one's career development performance. Using the Social Cognitive Career Theory paradigm, this study analyzes the influence of self-efficacy and resilience on teachers' subjective well-being throughout curriculum implementation. Self-efficacy has been identified as a crucial cognitive motivator for professional decisions in the Social Cognitive Career Theory (Cordeiro, 2015). Meanwhile, self-efficacy is crucial to personal empowerment in Social Cognitive Theory (Parra & Geriguis, 2021). Personal empowerment is an aspect of psychological well-being employed as a subjective well-being measure (Wang et al., 2022). Self-efficacy is trust in one's ability to learn or perform specified activities (Schunk & DiBenedetto, 2021). Although previous studies Wang et al. (2022) and Yin (2022) have proven the influence of self-efficacy in improving one's subjective well-being, He et al. (2018) discovered that self-efficacy did not affect the well-being of undergraduate nursing students in Australia. Along with self-efficacy, resilience is recognized to influence subjective well-being. According to Satici (2016), resilience is a dynamic process of overcoming adversity that involves perseverance under pressure. Previous research has shown that resilience influences subjective well-being (Kirmani et al., 2015; Zhao et al., 2016; Ozturk & Mohler, 2021; Yıldırım & Arslan, 2022). Ego resilience positively affected subjective well-being as measured by life satisfaction. As a result, this study aims to investigate the influence of self-efficacy and resilience on the subjective well-being of Indonesian teachers regarding the implementation of the new curriculum, as well as to determine whether the teacher's belief in his competence to run the new curriculum, as well as the teacher's ability to cope with the problems of the new curriculum, can influence his subjective well-being.

The Ministry of Education and Culture of the Republic of Indonesia developed the Merdeka Belajar curriculum, which was introduced after the 2020 outbreak. In this curriculum, teachers can select learning tools that can assist students in achieving national education goals. The general understanding of the Merdeka Belajar curriculum is to provide freedom to think, invent, be independent and creative, and learn for happiness (Daga, 2021). This curriculum promotes the independence of both teachers and students in the learning process. In other words, this curriculum can assist students to achieve subjective well-being while learning. Various elements are required to implement the Merdeka Belajar curriculum at both the mesosystem level (school, communities, and government) and microsystem level (teachers) (Irawati et al., 2022) because it encourages teachers' roles in the learning process, such as developing, implementing, and assessing teaching-learning activities (Daga, 2021). According to Yamin & Syahrir (2020), Merdeka Belajar supposedly decreases teachers' administrative duties, giving more time to focus on students' learning outcomes. Accordingly, teachers' roles expand from knowledge providers to class managers and connectors to real-life situations in the community (Rindaningsih et al., 2023). These roles allow teachers to design their learning curricula by researching, modifying, developing, and implementing them (Retnaningrum et al., 2023).

The contextuality of the curriculum research becomes a novel aspect of this study as it responds to the difficulty of subjective well-being's importance concerning the teacher's responsibilities in dealing with daily workload (Hascher & Waber, 2021). So far, research on teachers' subjective well-being has primarily focused on assessing teacher work satisfaction or general well-being (Li et al., 2022). Furthermore, research in Asia on self-efficacy, as one of the components thought to promote subjective well-

being, still needs to be explored in the context of curricular change (Gordon et al., 2023). Only one publication in this study promotes self-efficacy in the context of curriculum revision. Moreover, this study also verifies variations in empirical data about the relationship between self-efficacy and subjective well-being between Wang et al. (2022), Yin (2022), and He et al. (2018).

Subjective well-being refers to people's perceptions or subjective perspectives of life experiences, including emotional reactions and cognitive judgments (Maipita et al., 2021). People with subjective well-being are content with their lives, have a good influence, and have few negative influences (Solanes et al., 2021). According to Diener (1984), cognitive evaluation refers to present life satisfaction, while affective evaluation refers to individual experiences, both positive and negative. Subjective well-being refers to how people perceive and evaluate their lives and specify their domains and activities. In the hedonic perspective, a "good life" is one in which there is more pleasure and satisfaction than pain and suffering, independent of the source of these events and experiences. Nevertheless, SWB can be understood differently depending on how one defines it. Kirmani et al. (2015) defined subjective well-being solely as life satisfaction, whereas Wang et al. (2022) and Yin (2022) describe it as life satisfaction, positive affect, and negative affect. Accordingly, this study assesses teachers' subjective well-being by perceiving life satisfaction while implementing the Merdeka Belajar curriculum.

In this study, teachers' self-efficacy is defined as their belief in their ability to accomplish various instructional tasks at a certain degree of quality in specific settings (Bandura's Social Cognitive Theory (1977) in Vieluf et al., 2013). Teachers' self-efficacy is their confidence in implementing learning strategies, classroom management, and student involvement. Sharma et al. (2012) referred to teachers' self-efficacy in instruction, collaboration, and behavioral management. These various perceptions suggested no explicit limitation to the various teaching duties. Teachers' responsibilities cannot be reduced because they are interrelated: giving instruction, adapting to students' needs, motivating students, maintaining discipline, cooperating with colleagues and parents, and coping with changes and challenges. The Classroom and School Context model further divides teacher self-efficacy into two contexts in which they operate: classroom context and school/organizational context. In this study, teachers' self-efficacy refers to the teacher's involvement in the Merdeka Belajar curriculum. Teachers' self-efficacy is their confidence in their ability to teach, adjust education to the student's needs, motivate students, maintain discipline, collaborate with colleagues and parents, and deal with problems and change. Within the Social Cognitive Career Theory framework, self-efficacy influences performance attainment through job satisfaction. Several researchers, Kirmani et al. (2015), have identified work satisfaction or job satisfaction as an indication of subjective well-being.

Job satisfaction is also frequently employed in studies with positive and negative influences as an indication of subjective well-being (Lestari & Hartati, 2016; Wang et al., 2022). Self-efficacy is associated with subjective well-being because those with higher self-efficacy can cope with challenging situations better, such as overcoming anxiety (Wu et al., 2021). Self-efficacy influences subjective well-being, according to empirical data. According to the findings of prior studies (Yufi & Aghniacakti, 2023; Sri & Muarifah, 2022; Wang et al., 2022), self-efficacy influences subjective well-being. Thus, in general, self-efficacy influences subjective well-being. Accordingly, the first

hypothesis was developed: teachers' self-efficacy influences subjective well-being in implementing the Merdeka Belajar curriculum in senior high school (H1).

Resilience is the ability to successfully adjust to disturbances threatening function and survival, produce a more powerful positive influence, improve self-esteem, increase life satisfaction, and overcome unpleasant events (Zhao et al., 2016). Abilities, procedures, and outcomes characterize teacher resilience. Teachers can increase their resilience capacity by creating personal resources (e.g., motivational and emotional), learning how to mobilize their resources, and developing adaptive coping techniques to manage obstacles in order to maximize adaptive and resilient results (Mansfield et al., 2016). This understanding is consistent with Hornor (2017), who defines resilience as a positive process that minimizes maladaptive outcomes in risky situations, namely the ability to endure complex events and obtain relatively better psychological outcomes when confronted with challenging experiences. Tenorio-Vilchez and Sucari (2021) agree that teacher resilience is the capacity, process, and management of positive attributes or talents, such as the teacher's emotions, motivation, and social skills. According to Boon (2020), teacher resilience includes physical, psychological, and teaching experience resilience.

Resilience is a trait that permits teachers to remain devoted to teaching in the face of adversity. Furthermore, resilience is the ability to deal with the inherent and unavoidable uncertainties of teaching. These abilities include the ability to thrive under challenging circumstances, be skilled in behavior management, empathize with struggling students, withstand negative emotions and focus on positive things, feel proud and satisfied, and have a solid commitment to their schools and professions. This study limits the concept of resilience in coping with issues during the Merdeka Learning curriculum implementation. Resilience becomes a personal resource that can assist in achieving transformative learning outcomes more easily (Dolce et al., 2023). It has been empirically demonstrated that resilience is a subjective well-being resource (Bajaj & Pande, 2016). Subjective well-being increases when resources in the form of resilience are sufficient to overcome risks or difficulties; conversely, well-being diminishes when resilience is insufficient to deal with problems (Dodge et al., 2012). Previous research that explains the correlation between resilience and subjective well-being supports this viewpoint (Eva et al., 2020; Zhao et al., 2016; Yıldırım & Arslan, 2022). Therefore, this study developed the second hypothesis: teachers' resilience influences subjective well-being in implementing the Merdeka Belajar curriculum in senior high school (H2).

RESEARCH METHOD

Participant

This study was conducted on 50 Economics teachers who taught at a senior high school in Sidoarjo, East Java Province, Indonesia. These teachers served as participants in this study and were selected through purposive and convenience sampling techniques. Prior to the selection, researchers determined the criteria for the participants, namely: Economics teachers, Teaching in Senior High school, which implemented the Merdeka Belajar curriculum, as well as having high rationality and being creative and innovative. These criteria are shown in Table 1.

Table 1. Participant characteristics.

Characteristics	Total	
	N	%
<i>Sex</i>		
Male	14	28.00
Female	36	72.00
<i>Holding teacher's certification</i>		
Certified	28	56.00
Not Certified	22	44.00
<i>Attending Merdeka Belajar Curriculum</i>		
Attendance	41	82.00
Not attended	9	18.00
<i>School Distance (from house)</i>		
< 5 KM	11	22.00
≥ 5 KM	39	78.00
<i>Teaching experiences</i>		
< 5 years	16	32.00
≥ 5 years	34	68.00
<i>Teachers' status</i>		
Civil servant	17	34.00
Full-time contracted teachers	23	46.00
Temporary teachers	3	6.00
Freelancers (substitute teachers)	7	14.00

Data Collection

Offline and online questionnaires were used to collect data. The researcher presents the research's objectives and gives a confidentiality statement. The questionnaire is organized into four sections: the introduction, the respondent's identity, the primary questionnaire concerning the variables of self-efficacy, resilience, and subjective well-being, and the conclusion in the form of acknowledgments. The instruments were developed by adapting previous researchers' work to the new curriculum's settings (Dahiya & Rangnekar, 2019). The self-efficacy test for teachers was adopted from Skaalvik & Skaalvik (2007); the resilience instrument for teachers was adapted from Yada et al. (2021); and the subjective well-being item was adapted from Diener et al. (1985) (Dahiya & Rangnekar, 2019). There are 26 statements about self-efficacy, eight about resilience, and five about subjective well-being. Respondents' comments or answers were in the form of Likert scale choices ranging from 1 to 5, with one indicating strongly disagree and five indicating strongly agree.

Data Analysis

The SmartPLS program aided the SEM analysis technique. This technique was applied to path analysis and measurement models (Dash & Paul, 2021). According to Hair Jr. et al. (2014), SEM analysis consists of six steps: defining individual constructs, creating and determining measurement models, designing studies to obtain empirical results, determining the validity of measurement models, determining structural models, and determining the validity of structural models. SEM evaluation is divided into two types: evaluation of measurement models or outer models of measurement models,

which includes convergent validity, discriminant validity, and reliability, and evaluation of structural models, which includes multicollinearity tests, path coefficient significance, R² level, effect size (f²), and predictive relevance (Ghazali & Latan, 2015). This study also uses descriptive statistics to calculate the average value of the variables. The mean values are then categorized according to the three-box method into low (1–2.33), medium (2.34–3.66), and high (2.64–5.00).

RESULTS AND DISCUSSION

Results

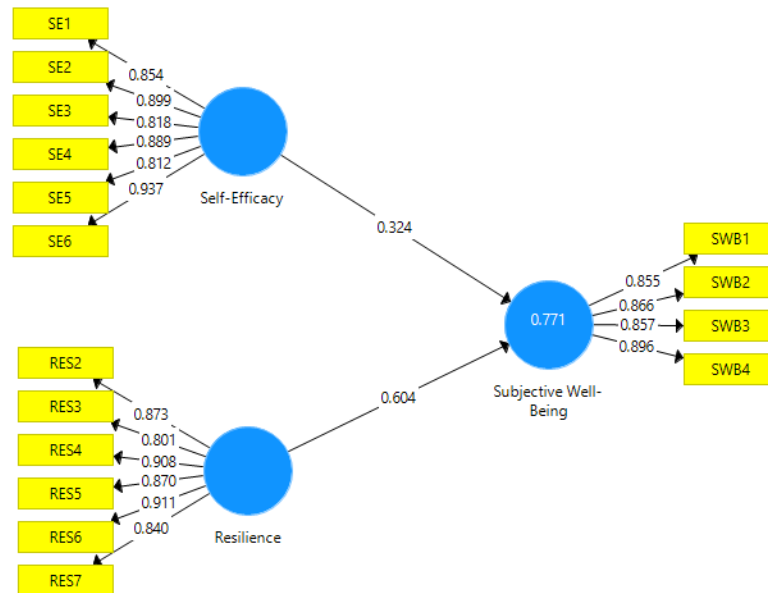
The purpose of the initial assessment of the measurement model is to ensure convergent validity, discriminant validity, and instrument reliability. At this stage, convergent validity analysis was performed, and the results met the criteria for the minimal factor loading limit value and the Average Variance Extracted (\sqrt{AVE}) value. Furthermore, discriminant validity analysis was performed, and the resultant cross-loading value matched the criteria but not the square root of the Average Variance Extracted (AVE) value. After testing numerous indicators (observer variables) in the model with the lowest outer loading, it was found to exclude the observer variables RES1, RES8, and SWB5. Table 2 summarizes the results of the measurement model evaluation.

Table 2. Validity and Reliability Measurement.

	Factor and Cross-loading			AVE	\sqrt{AVE}			CA	CR	Mean
	RES	SE	SWB		RES	SE	SWB			
RES2	0.87	0.63	0.71	0.75	0.86			0.93	0.94	4.24
RES3	0.80	0.56	0.63							(high)
RES4	0.90	0.71	0.76							
RES5	0.87	0.77	0.81							
RES6	0.91	0.72	0.81							
RES7	0.84	0.57	0.68							
SE1	0.66	0.85	0.69	0.75	0.77	0.86		0.93	0.94	4.06
SE2	0.63	0.89	0.70							(high)
SE3	0.56	0.81	0.56							
SE4	0.71	0.88	0.66							
SE5	0.67	0.81	0.66							
SE6	0.74	0.93	0.80							
SWB1	0.70	0.72	0.85	0.75	0.85	0.79	0.86	0.89	0.92	3.89
SWB2	0.73	0.64	0.86							(high)
SWB3	0.69	0.64	0.85							
SWB4	0.82	0.72	0.89							

Table 2 shows that the factor loading value for each observer variable is more significant than 0.70, and the AVE value for the three constructs or variables is more significant than 0.50, indicating that the current measurement model has discriminant validity. Before elimination, the factor loading values on RES1, RES2, and SWB5 were 0.68, 0.62, and 0.56, respectively. According to Hair et al. (2014), the factor loading value should be greater than 0.70 or (at the very least) greater than 0.50. Furthermore, Table 1 shows that the factor loading value is greater than the cross-loading value with other constructs and more significant than the maximum correlation with other constructs,

showing that the measurement model has discriminant validity. Furthermore, Cronbach's Alpha (CA) greater than 0.70 and composite reliability (CR) greater than 0.70 indicate that the measurement model is reliability. The structural model is evaluated to determine its quality following the validity and reliability testing. Figure 1 depicts the structural model generated by this experiment. When examining the structural model, hypothesis testing was performed on VIF, R² adjusted, f², and Q² values.



H1 and H2 are accepted as hypotheses in Table 3, implying that self-efficacy influences teachers' subjective well-being in implementing the Merdeka Belajar curriculum. Similarly, resilience influences subjective well-being.

Table 3. Hypothetical testing.

Hypothesis	Path	β	P Values	Hasil
H1	Self-Efficacy \rightarrow Subjective Well-Being	0.32	0.01	Accepted
H2	Resilience \rightarrow Subjective Well-Being	0.60	0.00	Accepted

Table 4 presents the results of the structural model evaluation using the variables R², f², VIF, and Q². This table demonstrates that all VIF values are 10, indicating that the structural model has no indicators of multicollinearity. Furthermore, the f² resilience value for subjective well-being is 0.647, indicating that resilience significantly influences subjective well-being. In contrast, the f² self-efficacy value is 0.18, indicating that self-efficacy adequately influences subjective well-being. The structural model also revealed an adjusted R² value of 0.76, indicating a significant relationship between resilience, self-efficacy, and subjective well-being. Finally, the Q² value is 0.56, indicating that resilience and self-efficacy can predict subjective well-being.

Table 4. Structural model evaluation.

	VIF	f ²	R ² adjusted	Q ²
Resilience	2.468	0.647	0.762	0.567
Self-Efficacy	2.468	0.186		

Discussion

H1 is accepted in this study, demonstrating that self-efficacy promotes subjective well-being. This study backs up prior research that revealed that the higher a teacher's self-efficacy, the better their ability to deal with difficult situations or problems that arise while implementing the Merdeka Learning curriculum, one of which is anxiety over change. This is consistent with the findings of Wu et al. (2021), who claim that those with stronger self-efficacy may cope better with stressful conditions like anxiety. When using the SCCT paradigm, self-efficacy immediately impacts job satisfaction. The findings of this study support empirical evidence from earlier studies that demonstrate an association between self-efficacy and subjective well-being (Yufi & Aghniacakti, 2023; Wang et al., 2022; Lestari & Muarifah, 2022). In this study, resilience, along with self-efficacy, is employed to influence subjective well-being. The H2 test results indicate that resilience affects subjective well-being, correlating with prior research (Yldrm & Arslan, 2022; Zhao et al., 2016). Furthermore, a high path coefficient (0.60) value implies that instructors can successfully adjust to curricular changes to increase their subjective well-being or life satisfaction. According to Zhao et al. (2016), resilience is the ability to adjust to adversity in such a way that it improves self-esteem, life satisfaction, and the ability to reject adverse events successfully. Furthermore, the f^2 value demonstrates that resilience considerably influences subjective well-being. These findings support the findings of Bajaj & Pande's (2016) study on the role of resilience in forming subjective well-being and Dolce et al.'s (2023) study on resilience as a motivating factor for goal achievement.

According to the data analysis, there is a correlation between resilience and subjective well-being. However, no association was found between the study's RES1, RES8, and SWB5 indicators. Based on more data, the RES1 indicator has an average value of 4.34 (high), the RES8 indicator has an average value of 3.84 (high), and the SWB5 indicator has an average value of 4.12 (high). This means that the RES1 and RES8 indicators are not used to gauge resilience in this model because they are ineffective. SWB5 was eliminated since it was deemed insufficient to indicate the teacher's subjective well-being in this study's approach. This viewpoint was generated based on replies to the RES1 description, which indicated that teachers do not have control over the curriculum used in learning. As a result, this measure cannot be used to assess the achievement of respondents. Surjanti et al. (2018) endorse this viewpoint, stating that economic (monetary) variables motivate teacher dedication. Meanwhile, the RES8 indicator is regarded as useless because it focuses on individuals' willingness to offer information on implementing the Freedom to Learn curriculum. Because teachers implementing the Merdeka Learning curriculum are assumed to have the same ability and experience in administering the program, this indicator is deemed useless in determining subjective well-being.

Overall, the results indicate that, in the context of Merdeka Belajar curriculum implementation, teacher self-efficacy and resilience were "high" (see Table 2). This result addressed a prior study by Hascher and Waber (2021), highlighting the challenges of integrating curriculum research with subjective well-being in a contextual situation. As a result, it complements prior studies on the Merdeka Belajar curriculum, highlighting several teacher functions (Rindaningsih et al., 2023; Retnaningrum et al., 2023). Furthermore, this finding contributes to the advancement of self-efficacy research in the context of curriculum changes, which are uncommon in Asia (Gordon et al., 2023), particularly when they correlate with subjective well-being. In addition, this study filled

in and confirmed research gaps identified in prior research (Wang et al., 2022; Yin, 2022; He et al., 2018).

This result advises education practitioners to increase teachers' subjective well-being through self-efficacy and resilience. This is proven by the data analysis, which shows that self-efficacy and resilience correlate highly with subjective well-being. Another factor was that teacher demographics and training facilitation were able to help teachers grow and increase their self-efficacy, as indicated by the fact that the majority of teachers (73.33%) had more than five years of teaching experience and attended Merdeka Belajar curriculum socialization and training (82.67%). This finding aligns with a prior study that found that experience is accumulated from the duration of doing practical work (Symes et al., 2023) and that it serves as an essential element in teacher education programs (Kidd & Murray, 2020). These ideas support Chao et al. (2017) and Noben et al. (2021), who agreed that training courses on learning techniques, classroom management, and teacher professional development activities can increase individual self-efficacy. In addition, highly resilient individuals should become one of the requirements for hiring teachers. This resilience can be reflected in various ways, such as problem-solving, social interaction, teacher-student interaction, and peer interactions (McKay & Barton, 2018). Aside from institutional participation, universities and academics contribute to teachers' subjective well-being. Because of their roles, they provide evidence from research and studies on improving teachers' resilience. An additional advantage of including elements of teacher resilience in higher education learning curricula is that teacher-students are exposed early to how to deal with various concerns and problems during classroom activities (Walsh et al., 2020; Dohaney et al., 2020).

CONCLUSION

Fundamental Finding: Teacher self-efficacy and resilience have been shown to influence subjective well-being when implementing the Merdeka Belajar curriculum. Furthermore, the average values of teacher self-efficacy and resilience variables are also good (high). These findings support the theory and the majority of the empirical evidence. As a result, these two variables (self-efficacy and resilience) can influence teachers' subjective well-being while implementing economics learning in high school through the Merdeka Belajar curriculum. **Implication:** This research has implications for local governments since it shows that qualified teachers become the primary resource that may help to solve regional education problems. **Limitation:** There are limitations on this research in terms of the research duration, population, and other variables that were excluded from this research, which highly likely implicates the findings. **Future Research:** Further research is needed, especially addressing variables that may implicate the findings of the research as well as the limitations of this research, such as the research duration and population.

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