



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

Adam Rusydi¹, Waspodo Tjipto Subroto², Norida Canda Sakti³

^{1,2,3}Universitas Negeri Surabaya, Surabaya, Indonesia



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ABSTRACT

Objective: This research was purposely conducted to find out how teachers' self-efficacy and resilience influence their subjective well-being especially in implementing new curriculum policy. **Method:** This research was a correlational study while the data were collected from 50 respondents and selected using incidental sampling technique. Questionnaire was employed to gather the data and SEM analysis using the SmartPLS program was used to analyzed data. **Results:** Both self-efficacy and resilience had influences on teachers' subjective well-being. Furthermore, the resilience was categorized as high in which two of the eight resilience indicators. Meanwhile, one of the five subjective well-being indicators was removed as a consequence of the examination of indicator or factor loading values in this study. **Novelty:** This research differed from others as mostly addressed the variables used in this research individually and have not yet correlate them as factor that possibly influence each others. Moreover, it provides new perspective in curriculum development by considering teachers' subjective well-being from non-financial point of view.

INTRODUCTION

Because of the COVID-19 outbreak in 2020, people's subjective well-being is decreasing across the world (Erol et al., 2022). 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 were made by Indonesian government including education curriculum. These adjustments caused massive problems for education practitioners, such as teachers as they were forced to engaged with technology-based learning (Billaudeau et al., 2022). Nevertheless, the feeling of responsibility made them disregard their individual well-being in order to fulfill these responsibilities (Nawana Parker, 2020). Adjustment and modification in education curriculum generally considered as problems because these changings cause confusion on its practitioners (Bantwini, 2010; Lei and Medwell, 2022), the changing created positive and negative emotions on its practitioners (Lee and Yin, 2011). According to Diener (2012), both positive and negative emotions experienced by individuals are part of affective elements in subjective well-being. From the education practitioners point of views, 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 (Guo, 2013).

The Social Cognitive Career Theory is used to investigate the phenomenon of subjective well-being in the midst of the aforementioned curriculum changes. The Social Cognitive Career Theory is a subset of Social Cognitive Theory (Brown and Lent, 2013), and it focuses on the career development process, such as adjusting to change and guiding behavior that is relevant to workplace goals, as well as procedures that

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