



Work Motivation and Self-Efficacy: Building Subjective Well-Being Teacher Raudhatul Athfal

Sugeng Sri Lestari^{1✉}, Alif Muarifah²

¹Department of Magister Psychology, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

²Faculty of Teacher Training and Education, Ahmad Dahlan University, Yogyakarta, Indonesia

Abstract

Purpose – Subjective well-being of a good teacher causes teachers to be more focused, productive, and confident that they can complete teaching tasks regardless of the difficulty. This study aims to determine the effect of self-efficacy and work motivation of teachers on subjective well-being.

Design/methods/approach – This quantitative research was conducted by distributing questionnaires to 183 uncertified teachers. Obtained a sample of 118 teachers whose data were taken with area sampling. The measuring instrument used is the work motivation scale, self-efficacy scale, and subjective well-being scale. Research data is processed by multiple regression analysis with an assumption test.

Findings – The results of the analysis test obtained $R = 0.644$, $1 = 0.383$ and $2 = 0.352$ and a significance value of 0.000 ($p < 0.001$) providing an effective contribution of 41.85%. It shows that the hypothesis is accepted that there is a significant positive effect between the motivation and self-efficacy of teachers' work on subjective well-being. The first minor hypothesis test has a partial coefficient value r of 0.556 with a significance value of providing an effective contribution of 21.87%. There is a very significant positive influence between work motivation and subjective well-being. The results of the second minor hypothesis test have a partial coefficient value (r) of 0.571 with a significance value of $0.000 < 0.01$, giving an effective contribution of 19.57%. Some teachers did not have good subjective Well being in Raudhatul Athfal, Bantul Regency. There is a significant positive effect between teacher self-efficacy and subjective well-being. The higher the teacher's self-efficacy, the greater the subjective Well being. The lower the self-efficacy, the lower the subjective well-being. Self-efficacy contributes 19.57%, and teacher work motivation contributes 21.87% to subjective well-being. Other factors influence the remaining 58.55%.

Research implications/limitations – This study only explores internal factors and has not examined external factors that affect subjective well-being. This study's limitations are that the three-dimensional items' preparation does not suggest an unfavorable scale. Categorization of intrinsic motivation should be based on the type of teacher work motivation, not categorization based on high and low work motivation.

Practical implications – Teachers can do their job well if they have high subjective well-being. It can be pursued by increasing work motivation and high self-efficacy both by the school and the teacher.

Originality/value – This study is essential for teachers to have good work motivation and believe they can influence student learning outcomes, improving the teacher's subjective well-being.

Keywords Work motivation, Self-efficacy, Subjective well-being

Paper type Research paper

✉ Corresponding author:

Email Address: sugeng1907044029@webmail.uad.ac.id

Received: 8 June 2021; Revised: 30 June 2022; Accepted: 30 June 2022

Copyright © 2022 Sugeng Sri Lestari, Alif Muarifah

DOI: <http://dx.doi.org/10.14421/al-athfal.2022.81-05>

1. Introduction

The heavy burden on Early Childhood Education (ECE) teachers often puts teachers' emotions and psychological pressure up and down. The many tasks and responsibilities cause teachers to experience much pressure, such as stress, physical and psychological fatigue, apathy to carry out activities, worry, anger, disappointment, and so on. This heavy psychological pressure affects the teacher's subjective well-being. Stressful situations provide an unpleasant experience for teachers so that they can reduce subjective well-being (Ng et al., 2009). The teacher's low subjective well-being will affect the teaching and learning process, so teachers experience teaching fatigue, impaired health, lazy activities, unstable emotions, and flawed work (Diener et al., 2015). High subjective well-being makes a person of quality, including being able to carry out their duties and roles well, resulting in a person's life being healthier, more focused and productive, stable physical and psychological activity, and increased productivity.

Subjective well-being is each individual's self-evaluation of his life. This evaluation includes emotional reactions to an event and cognitive assessments of satisfaction and fulfillment. Subjective well-being is a pleasurable emotional experience, low negative mood, and high satisfaction. The positive experience achieved in high subjective well-being is a fundamental concept of positive psychology due to its impact on making life more useful (Diener et al., 2015). The evaluation was carried out in the form of a cognitive evaluation which included life satisfaction and an emotional evaluation in the form of the number of frequencies experienced by a person regarding positive affect (feeling pleasant) and negative affect (feeling unpleasant) (Strack et al., 1991). Subjective well-being is a specific form that assesses and evaluates how a person perceives their life. Subjective well-being refers to how much people believe and think their life is going well (Diener et al., 2018).

Subjective well-being consists of three general components, namely: a) life satisfaction, b) positive affect, and c) negative affection (Diener et al., 2018). Life satisfaction is general psychological well-being or satisfaction with life as a whole. Life satisfaction is a reflective assessment of a person about how something good goes and happens to him. Self-accepting individuals and their environment will feel satisfaction in their lives. Life satisfaction is the desire to change one's life, satisfaction with the flow of life, satisfaction with past lives, satisfaction with future lives, and all other life influences. Positive affect is characterized by the experience of pleasant emotions and moods. Pleasant affection can be divided into specific emotions such as pleasure, satisfaction, pride, affection, happiness, and feelings of great joy. Negative affect includes feelings, unpleasant moods, and manifestations of negative responses to life experienced by someone. Negative affect can be divided into emotions such as guilt and shame, sadness, anxiety and anger, stress, depression, and jealousy, and if there is a small amount of negative affect in the individual, subjective well-being will be created (Jebb et al., 2020).

An initial survey of 2 Heads of Raudhatul Athfal (RA) and 15 RA teachers found that teachers had high and low subjective well-being. Several teachers have high work motivation, some other teachers have low motivation, some teachers have high self-efficacy, and some teachers have low self-efficacy. According to one of the RA heads, in the workplace, teachers with low work motivation experience a lack of enthusiasm and energy in teaching, guiding students in learning and developing learning strategies. At the same time, teachers feel less confident that they can influence student learning outcomes and less confident dealing with children with learning difficulties. Some teachers experience work fatigue due to the workload and the many administrations that must be done, as well as experiencing negative affect in the form of sadness, pessimism, helplessness, and anxiety. It causes teachers to have low subjective well-being.

The factors that influence the subjective well-being of honorary teachers are 1) High gratitude, 2) Good resilience, 3) Social support from family and coworkers, 4) Work motivation which has an impact on job satisfaction, 5) A positive view of the teaching profession where the subject views the teacher as a noble, proud, fun, and blessed profession (Azmi & Setyadi, 2019). High teacher work motivation makes teacher involvement in work more profound and more responsible. Teachers will be more satisfied with their work with more practical work performance (Levesque et al., 2004). Teacher motivation will also affect student motivation in

various fields. Students will be motivated to develop and excel (Pelletier et al., 2002). Work motivation that exists in individuals affects individual job satisfaction (Azmi & Setyadi, 2019). There is a significant influence between job satisfaction on subjective well-being (Darwis & Syafiq, 2010).

Work motivation is a tool of strength or energy from within and outside the individual to initiate and determine manifestations in the form, orientation, duration, and intensity of activity (Latham & Pinder, 2005). Work motivation is a psychological process that provides energy, determining the direction, intensity, and persistence of action in work (Kanfer et al., 2012). Motivation also fosters energy and enthusiasm of people towards specific goals related to the actions taken and persistence in working on them (Hauser, 2008). Three types of motivation, from the highest to the lowest, are intrinsic, extrinsic, and amotivation (Fernet et al., 2008). The three dimensions of intrinsic motivation include the motivation to gain knowledge or to know, the motivation to achieve achievement, and the motivation to get stimulated. Extrinsic motivation is also built from a multidimensional perspective, initially only based on behavior related to extrinsic sources of control such as parents and the environment, but based on other studies; it forms four outside dimensions, including identified regulation, introjected regulation, external regulation, and amotivation (Fernet et al., 2020).

Factors that affect subjective well-being include internal factors and external factors. Some internal factors are gratitude, personality, forgiveness, self-esteem, and spirituality. Social support is an external factor that affects subjective well-being (Dewi & Nasywa, 2019). According to other studies, the factors that can affect the level of subjective well-being in street mothers are income, religiosity, gratitude, personality, and social support (Situmorang & Tentama, 2018). Personal teachers who have high self-efficacy have the opportunity and belief to succeed in influencing student learning. Personal teachers with high self-efficacy have higher effort and enthusiasm in teaching and achieve learning success. Teachers like this will have a greater chance of success in teaching. If the teacher is successful and sees that his students are also thriving, he will have higher satisfaction, higher positive affect, and lower negative affection. It is in line with Bandura's (1977) theory which states that self-efficacy contributes to individual satisfaction and well-being. This statement follows and is in line with previous research, which states that self-efficacy significantly affects special school teachers' subjective well-being by 6.8% (Agustin & Afriyeni, 2016).

Teacher self-efficacy is the teacher's belief in how much he can influence his students (Berman, McLaughlin, Bass, Pauly, & Zelman, 1977). Teacher self-efficacy is the teacher's belief that he can intervene in his students to have good learning quality, even for students who are classified as complex and do not desire to learn (Guskey & Passaro, 1994). Teacher self-efficacy is the extent to which they believe they can control their actions on the learning environment conditions and how teachers can influence students' motivation and learning achievement (Rotter, 1990). Individual belief can control one's destiny (Rotter, 1990). Teacher self-efficacy is the teacher's belief and confidence in his skills to master the situation and produce something profitable (Santrock, 2009). Self-efficacy is a person's assessment of his confidence level in doing a specific task to achieve the expected results (Myers, 2012). In line with this opinion, self-efficacy is a person's belief to complete his task (Schunk, 2012). Self-efficacy is an individual's belief in his or her ability to complete a task to achieve success (Schermerhorn, 2012).

The level of teacher self-efficacy affects the efforts made by the teacher in teaching and how persistent the teacher is in facing the challenges of teaching (Gibson & Dembo, 1984). Two aspects of teacher self-efficacy include Personal Teacher Efficacy (PTE) and General Self-Efficacy (GTE). 1) Personal Teacher Efficacy (PTE) is the teacher's belief in himself that he or she can overcome obstacles, the ability to develop learning strategies, and the ability to motivate students. Teachers who agree with this statement show their belief that they can overcome students' learning difficulties. Teachers declare that their beliefs reflect that teachers have the confidence to overcome learning difficulties experienced by students. Teachers declare their beliefs reflecting that teachers have received adequate training and have sufficient experience to develop learning strategies. This aspect of self-efficacy is called Personal Teacher Efficacy (PTE); it is more specific and individual than beliefs about what the average teacher can achieve. 2) General Teacher

Efficacy (GTE), namely the teacher's belief that external factors such as conflict, domestic violence, educational values in the home, economic and social inequality in the classroom, psychological, cognitive, and emotional needs more influence student motivation and performance (Tschannen-Moran & Hoy, 2001; Rak Neugebauer & Heineke, 2020). Self-efficacy will be the teacher's evaluation of their ability to bring positive student change (Bagheri, 2020). Based on the identification of the problem and the framework of thought above, the researcher proposes the major and minor hypotheses as follows: 1) there is an influence of self-efficacy and teacher work motivation on the subjective well-being of teacher Raudhatul Athfal in Bantul Regency, 2) there is an effect of self-efficacy on subjective well-being of a teacher, 3) there is an influence of teacher work motivation on the subjective well-being of teachers.

2. Methods

This study uses a quantitative approach with the correlational method. The population of this study is teachers Raudhatul Athfal in the Bantul district who has not been certified as many as 183 teachers. The research subjects were chosen by teachers who have not been certified because this research is about subjective well-being, where the teacher satisfaction factor is the central part of the subjective well-being aspect. Teachers who have not been certified have relatively small incomes, so the teacher's job satisfaction will be seen not because of the salary rewards obtained but because of the teacher's work. In addition, this study also measures the work motivation of teachers, which makes intrinsic motivation a priority. Teachers who get a small salary will have greater intrinsic motivation, not because of extrinsic motivation in the form of salary, for example. The data collection used is an area sampling technique. This research was conducted on Raudhatul Athfal teachers in Bantul Regency, totaling 118 teachers from 42 Raudhatul Athfal. The study used a questionnaire distributed to Raudhatul Athfal teachers in Bantul Regency. Previously, it was explained how to fill out a questionnaire to research subjects.

Measurement of variables in this study using three measuring instruments. Namely the teacher's work motivation scale, self-efficacy scale, and subjective well-being scale. The author compiled the subjective well-being scale, self-efficacy scale, and work motivation scale and validated it by professional judgment. The subjective well-being scale is based on theory and aspects of subjective well-being (Diener, 1984). The self-efficacy scale is based on aspects of self-efficacy (Gibson & Dembo, 1984). The author chose this self-efficacy theory because this self-efficacy theory is not a general self-efficacy theory but a specific self-efficacy theory for a teacher.

3. Result

The trial was carried out on November 24, 2021, aimed at Raudhatul Athfal Ar Raihan and Mardiputra Kindergarten with a total of 44 teachers by providing questionnaires and explanations on how to fill out the previous questionnaire. After completing the testing of the measuring instrument, the next step is to analyze and formulate the results of the test of the measuring instrument.

The teacher's work motivation scale is 42 items. After analyzing the data, five items have failed of the 42 items that have been tested, so a measuring instrument is formulated with a total of 37 items. Which with the reliability of Cronbach's alpha value of 0.924. In the second analysis, after five items, the alpha value was removed to 0.944, with 1 item being dropped. In the third analysis, with an alpha of 0.946 with two items dropped, the last after being analyzed, the alpha value became 0.949, and no more items fell out.

The distribution of items on the teacher's work motivation scale can further be seen in table 1. The teacher's self-efficacy scale is 44 items, 19 items are eliminated, and a scale is formulated with a total of 25 items. The results of the alpha coefficient analysis are obtained as an index of 0.812. After the second analysis, the alpha value became 0.894 with 1 item dropped. The last analysis shows an alpha value of 0.905.

Table 1. Self-Motivation Scale Blueprint

No.	Dimension	Indicator	Item number		Amount
			fav	unfav	
1.	Intrinsic Motivation	Knowledge	1,2,3	16,17,18	17
		Performance	4,5,6	19,20	
		Stimulation	7,8,9	21,22,23	
2.	Extrinsic Motivation	Identified regulations	10,11,12	24,25	11
		Introjected Regulation	-	26,27,28	
		External regulation	-	29,30,31	
3.	Amotivation	Amotivation	13,14,15	32,33,34	6
		Amount	15	19	34

The distribution of items on the self-efficacy scale can be seen in table 2.

Table 2. Teacher's Self-Efficacy Blueprint

No.	Aspect	Indicator	Item number		Item amount
			fav	unfav	
1.	Personal Teacher Efficacy (PTE)	Confidence of teachers to overcome learning barriers	1,2	7	11
		Confidence of teachers to develop learning strategies	3,4	8,9	
		Confidence of teachers to motivate students.	5,6	10,11	
2.	General Teacher Efficacy (GTE)	Conflict, domestic violence	12	16,17	14
		Domestic violence	13	18,19	
		Educational values in the home	-	20	
		Economic gap	14	-	
		Social gap	15	-	
		Psychological needs	-	21,22	
		Kognitif	-	23,24	
		Emotion	-	25	
	Amount	10	15	25	

Table 3. Subjective Well-Being Scale Blueprint

No.	Component	Indicator	Item number		Amount
			F	uf	
1.	Life Satisfaction	Global life evaluation satisfaction	1,2	15	27
		Satisfaction evaluation in the physical domain	3,4,	16,17	
		Mental Health Satisfaction Evaluation	5,6	18,19	
		Job Satisfaction Evaluation	7,8,	20,21	
		Evaluation of Satisfaction with social conditions	9,10	22,23	
		Satisfaction Evaluation of recreation	11,12	24,25	
2.	Affective	Evaluation of family relationship satisfaction	13,14	26,27	15
		Positive affect	28,29,	36,37,	
			30,31	38,39	
		Negative affect	32,33,34,35	40,	
		Amount	22	20	

The subjective well-being scale that has been tested is 44 items, with 22 favorite and 22 unfavorable items. After the first trial, there were two items, and a measuring instrument was determined with a total of 42 items. Fall with the results of the contract alpha analysis of 0.956. The second analysis showed an alpha of 0.957 with 1 item dropped, and the number of the last item after two items dropped to 42. The third analysis got an alpha value of 0.958, with 0 items

being dropped. The distribution of items on the subjective well-being scale next can be seen in table 3.

The research scale consists of the teacher's work motivation scale consisting of 34 items, the teacher's self-efficacy scale consisting of 25 items, and the subjective well-being scale, which consists of 42 items. After the data is collected, the researcher then scores and analyzes the data with SPSS. 25.0 for windows.

3.1 Normality test

The results of the unstandardized normality test are written in table 4.

Table 4. Linearity test results

Variable	KS-Z	Asymp. Sig (2-tailed)	Information
Self Efficacy and Work motivation with Subjective well-Being	0.77	0.085	Normal

The normality test shows that the unstandardized residuals of the three variables of self-efficacy, work motivation, and subjective well-being have Asymp values. Sig (2-tailed) is 0.085 ($p > 0,05$) so it can be concluded that the distribution is normally distributed.

3.2. Linearity Test

The results of the linearity test can be seen in table 5.

Table 5. Linearity Test Results

Variable	Linearity		Deviation of linearity		Information
	F	Sig (ρ)	F	Sig (ρ)	
Subjective Well-being with Self-efficacy	48.971	0.000	0.667	0.849	Linear
Subjective Well-being with work motivation	53.259	0,000	0.816	0.734	Linear

The results of the linearity test between the subjective well-being and self-efficacy variables show that the value of the significance level of p (linearity) is $0.000 < (p < 0.05)$ and the significance level (deviation from linearity) of 0.849 ($p > 0.05$), which means the two variables have a significant correlation. Meanwhile, between subjective well-being and work motivation, the value of the significance level of p (linearity) is $0.000 < (p < 0.05)$, and the significance level (deviation from linearity) is 0.734 ($p < 0,05$), so it can be interpreted that the two variables have a linear correlation as well.

3.3. Multicollinearity Test

The results of the multicollinearity test can be seen in table 5. Based on multicollinearity analysis, it can be proven that the tolerance value for the subjective well-being and self-efficacy variables is 0.718 (> 0.10) and the VIF value for the subjective well-being variable with self-efficacy and subjective well-being with work motivation is $VIF = 1.393$. It can be interpreted that all variables do not experience multicollinearity with the criteria of $VIF < 10$. In connection with the absence of multicollinearity between variables, it meets the requirements to do a regression test.

3.4. Hypothesis testing

The central hypothesis testing was carried out by regression analysis to obtain information on the magnitude of the influence of each variable of work motivation and teacher self-efficacy on subjective well-being. The regression analysis results can be seen in the following table 6.

Table 5. Multicollinearity Test

Variable	Tolerance	VIF	Information
Self-Efficacy	0.718	1.393	There is no multicollinearity
Work Motivation	0.718	1.393	There is no multicollinearity

Table 6. Multiple regression test results

Hypothesis	R	R square	Sig (\hat{p})	Information
X ₁ and X ₂ with Y	0.644	0.415	0.000	Very significant

It shows that there is a very significant effect between the variables of self-efficacy and teacher work motivation on subjective well-being for Raudhatul Athfal teachers in Bantul Regency, obtained R square of 0.415 which when presented as a percentage of 41.5% means a significant contribution of self-efficacy and teacher work motivation to subjective well-being is 41.5%. In comparison, the rest is influenced by 58.5% by other variables not observed in this study.

3.1. Minor Hypothesis

Minor hypothesis testing was to determine the effect of teacher work motivation on subjective well-being and the effect of self-efficacy on subjective well-being. The analysis is shown in table 7.

Table 7. Minor Hypothesis Analysis Test results

Hypothesis	Zero order (r)	Sig (\hat{p})	Information
X ₁ with Y	0.571	0.000	Very significant
X ₂ with Y	0.556	0.000	Very significant

The results of data analysis showed that the magnitude of the effect of teacher work motivation and subjective well-being was obtained by a score of $r = 0.571$ with a p -value = 0.000 ($p < 0.01$), which means the second minor hypothesis is accepted. Based on this analysis shows that there is a very significant influence between work motivation on subjective well-being. The effect of the self-efficacy variable on subjective well-being is obtained by a score of $r = 0.556$ with a p -value of 0.000 ($p < 0.01$), which means that the first minor hypothesis is accepted. It proves that the self-efficacy variables have a very significant positive effect on subjective well-being.

Teacher efficacy lowers subjective well-being. The minor hypothesis that will be proven is verified based on the explanation above. It proves that teacher self-efficacy has a significant positive effect on the subjective well-being of Raudhatul Athfal teachers in Bantul Regency, Yogyakarta Special Region. Based on this analysis, it can be interpreted that the higher the self-efficacy, the greater the subjective well-being, and vice versa, the lower self-efficacy.

Contribution of Independent Variables to Dependent Variables

Effective Donation Formula (SE):

$$ZE = \text{Beta} \times \text{Zero order} \times 100 \%$$

Beta = standard coefficient value

Zero order (r) = correlation value

Table 8. The value of the contribution of the independent variable to the dependent variable:

Variable	Beta	Sig (\hat{p})	Zero Order	Information
Work motivation on subjective well-being	0.383	0.000	0.571	Very significant
Self-efficacy on subjective well-being	0.352	0.000	0.556	Very significant

$$SE X_1 \text{ with Y} = \text{Beta} \times \text{Zero order} \times 100\%$$

$$= 0.383 \times 0.571 \times 100\%$$

$$= 21.87 \%$$

$$SE X_2 \text{ with Y} = 0.352 \times 0.556 \times 100\%$$

$$= 19.57 \%$$

Based on the analysis of the effective contribution of work motivation variables to subjective well-being of 21.87%. The contribution of the self-efficacy variable to subjective well-being is 19.57%. It can be interpreted that the work motivation variable has a more outstanding effective contribution than the contribution of the self-efficacy variable on subjective well-being. The total contribution of work motivation and self-efficacy to subjective well-being is 41.5%, while the rest, 48.55%, is influenced by other variables that were not explored in this study.

4. Discussion

The findings and their implications should be discussed in the broadest context possible. Future research directions may also be highlighted. This research shows a partial influence between the variables of teacher work motivation on subjective well-being. The results of this study follow previous studies (Cini et al., 2013). Research by Cini et al. (2013) found that intrinsically motivated individuals will have higher life satisfaction and positive and lower negative feelings. The difference between this thesis and Cini's research is that the research subject is visitors to the National Park in New York. The similarity is that the intrinsic motivation of the research subjects affects subjective well-being. These findings align with previous research by Baker (2004), which reveals that internally motivated behavior is associated with lower stress levels, higher learning achievement, and better subjective well-being.

Work motivation exists in individuals and affects individual job satisfaction (Azmi & Setyadi, 2019). There is a significant positive relationship between job satisfaction and subjective well-being (Darwis & Syafiq, 2010). From the various studies above, it can be concluded that teachers with high work motivation will be more responsible, more meaningful in their work, carry out tasks happily, are more satisfied with their work, and can make students succeed in their studies. Thus the teacher will be more satisfied with his life and have a positive effect which is an aspect of subjective well-being. Conversely, less motivated behavior or amotivation triggers high stress and psychologically significant learning difficulties.

The results of the minor hypothesis above are in line with previous findings by (Malka & Chatman, 2003), which state that Individuals with high intrinsic motivation have high subjective well-being and job satisfaction and can earn more money. The difference in this study is that intrinsic and extrinsic motivation mediate income, influencing subjective well-being. The similarity is that intrinsic and extrinsic motivation affect subjective well-being. This study also aligns with previous research (Baker, 2004). Students intrinsically motivated to study and complete assignments at university are shown to have higher life satisfaction, more positive and fewer negative affections, a more meaningful life, and higher grades. On the other hand, if all three are not met, it causes self-motivation and welfare decrease (Deci et al., 1991; Tremblay et al., 2009). Individuals with autonomy in deciding things can determine their actions, have competence and relevance, and have good self-motivation and subjective well-being.

The research suggests that intrinsically motivated students who gain knowledge and complete assignments at university tend to provide more satisfaction in life, positive affect, less damaging affection, and more meaning in life and value (Bailey & Phillips, 2016). A higher intrinsic motivation orientation towards university was associated with greater SWB and presence of meaning in life, lower levels of depression and anxiety, and higher academic achievement. Intrinsic motivation is associated with greater subjective well-being, meaning in life, and academic achievement (Bailey & Phillips, 2016). The equation of this thesis with the research of Baley & Philips (2016) is that intrinsic motivation affects subjective well-being. The difference is that the research subjects are teachers and students and other independent variables, adaptation, and self-efficacy.

The results align with the research of Strobel et al., (2011) which shows there is a significant positive relationship between personality and subjective well-being. Strobel's findings prove that there is an influence of personality on subjective well-being with a mediating role of self-efficacy. Openness and awareness mediated by self-efficacy affect subjective well-being. The difference between this thesis and Strobel's (2011) research is that the self-efficacy variable is a mediator of personality variables influencing subjective well-being. Milam et al.'s research (2019) found a significant positive relationship between self-efficacy and general well-being with a beta value of 0.34. So, the higher the self-efficacy, the higher the subjective well-being. In addition to testing the relationship between self-efficacy, the difference in this study also tested another variable, personal achievement. Indicators of subjective well-being include emotional exhaustion, personal achievement, and general psychological well-being (Milam et al., 2019).

This study aims to determine the effect of the independent variable on the dependent variable. The regression analysis showed an influence between self-efficacy and teacher work motivation variables on subjective well-being. Subjective well-being is a person's cognitive evaluation of his life, including life satisfaction and positive and negative affections. Personal teachers with high self-efficacy are confident they can influence student learning outcomes. Teachers with high self-efficacy have higher effort and enthusiasm in teaching and achieve learning success. Teachers like this will have a greater chance of success in teaching. If the teacher is successful and sees that his students are also thriving, he will have higher satisfaction, higher positive affect, and lower negative affection. It is in line with Bandura's theory which states that self-efficacy contributes to individual satisfaction and well-being (Bandura et al., 1999). Effective contribution of this research shows that the variable of self-efficacy and self-efficacy on subjective well-being is 41.5%, with an R² analysis of 0.512. Other variables influence the remaining 58.5%. It is suspected that other factors that influence subjective well-being apart from self-efficacy and work motivation are high gratitude, good resilience, social support, and a positive view of the teaching profession.

Practical contribution analysis provides implications for work motivation affecting the subjective well-being of 21.87%. The contribution of the self-efficacy variable to subjective well-being is 19.57%. Based on these results, it can be concluded that work motivation's effective contribution is more significant than self-efficacy's subjective well-being. Work motivation has a more significant contribution because, according to the Self Determination Theory, if the three postulates of autonomy, competence, and relatedness are met, subjective well-being will be good. Individuals who can determine themselves (autonomy) what they will do will have good work motivation and subjective well-being (Deci et al., 1991; Tremblay et al., 2009). The definition of teacher work motivation correlates with the definition of subjective well-being. Work motivation that is considered quality is intrinsic motivation that achieves personal satisfaction and pleasure in working as a teacher. It follows the subjective well-being component, which includes life satisfaction, job satisfaction, and other satisfactions. Teachers who understand their duties as personal encouragement and are their own choices will improve their well-being (Fernet et al., 2008).

This research was carried out according to scientific procedures, but some weaknesses remain. The limitations of this study are 1) The research scale preparation does not entirely follow the theory of Vallerand and Fernet. The work motivation scale based on this theory has three dimensions: intrinsic work motivation, extrinsic work motivation, and amotivation. The arrangement of the three-dimensional items does not suggest an unfavorable scale. 2) The categorization of intrinsic motivation should be based on teacher work motivation, not high and low work motivation.

5. Conclusion

Based on research data analysis and discussion of this research of self-efficacy and work motivation of teachers with subjective well-being, conclusions can be drawn as follows: 1) There is a very significant positive effect between work motivation and self-efficacy on subjective well-being on teachers Raudhatul Athfal in Bantul Regency with the effective contribution of 41.5%. 2) There is a very significant influence between the variables of work motivation and subjective well-being on teachers Raudhatul Athfal in Bantul Regency with a practical contribution of 21.87%. 3) There is a significant influence between the self-efficacy variables on subjective well-being for Raudhatul Athfal teachers in Bantul Regency, with a practical contribution of 19.57%. 4) Teacher work motivation is a significant relationship variable and has a more outstanding effective contribution to the subjective well-being of RA teachers than the self-efficacy variable.

Declarations

Author contribution statement

Sugeng Sri Lestari conceived the presented idea. Sugeng Sri Lestari and Alif Muarifah developed the theory of work motivation, self-efficacy, and early childhood education. All authors discussed the results and contributed to the final manuscript.

Funding statement

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Data availability statement

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.


Declaration of interests statement


The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

Additional information

Correspondence and requests for materials should be addressed to sugeng1907044029@webmail.uad.ac.id.

ORCID

Sugeng Sri Lestari  <https://orcid.org/0000-0001-7344-716X>

Alif Muarifah  <https://orcid.org/0000-0001-6420-9645>

References

- Agustin, K., & Afriyeni, N. (2016). Pengaruh Self Efficacy terhadap Subjective Well-Being pada Guru SLB di Kota Padang. *Jurnal RAP (Riset Aktual Psikologi)*, 7(1), 36–43.
- Azmi, F., & Setyadi, D. I. (2019). Perancangan Motion Graphic Sebagai Upaya Pengenalan Profesi Bidang Teknologi Maritim FTK ITS untuk Siswa SMA. *Jurnal Sains dan Seni ITS*, 7(2), 223–228. <https://doi.org/10.12962/j23373520.v7i2.37022>
- Bagheri, M. (2020). Iranian EFL teachers' self-efficacy beliefs and causal attributions: Effects on psychological adjustment and job satisfaction. *International Journal of Research Studies in Psychology*, 8(2), 97–113. <https://doi.org/10.5861/ijrsp.2020.5002>
- Bailey, T. H., & Phillips, L. J. (2016). The influence of motivation and adaptation on students' subjective well-being, meaning in life, and academic performance. *Higher Education Research and Development*, 35(2), 201–216. <https://doi.org/10.1080/07294360.2015.1087474>
- Baker, S. R. (2004). Intrinsic, extrinsic, and amotivational orientations: Their role in university adjustment, stress, well-being, and subsequent academic performance. *Curr Psychol* 23, 189–202. <https://doi.org/10.1007/s12144-004-1019-9>
- Bandura, A., Freeman, W. H., & Lightsey, R. (1999). Self-Efficacy: The Exercise of Control. *Journal of Cognitive Psychotherapy* 13(2), 158–166. <https://doi.org/10.1891/0889-8391.13.2.158>
- Cini, F., Kruger, S., & Ellis, S. (2013). A Model of Intrinsic and Extrinsic Motivations on Subjective Well-Being: The Experience of Overnight Visitors to a National Park. *Applied Research in Quality of Life*, 8(1), 45–61. <https://doi.org/10.1007/s11482-012-9173-y>
- Deci, E. L., Ryan, R. M., Vallerand, R. J., & Pelletier, L. G. (1991). Motivation and Education: The Self-Determination Perspective. *Educational Psychologist*, 26(3–4), 325–346. <https://doi.org/10.1080/00461520.1991.9653137>

- Dewi, L., & Nasywa, N. (2019). Faktor-faktor yang mempengaruhi subjective well-being. *Jurnal Psikologi Terapan Dan Pendidikan*, 1(1), 54-62. <https://doi.org/10.26555/jptp.v1i1.15129>
- Diener, E., Kanazawa, S., Suh, E. M., & Oishi, S. (2015). Why People Are in a Generally Good Mood. *Personality and Social Psychology Review*, 19(3), 235-256. <https://doi.org/10.1177/1088868314544467>
- Diener, E., Lucas, R. E., & Oishi, S. (2018). Advances and open questions in the science of subjective well-being. *Collabra: Psychology*, 4(1), 1-49. <https://doi.org/10.1525/collabra.115>
- Fernet, C., Litalien, D., Morin, A. J. S., Austin, S., Gagné, M., Lavoie-Tremblay, M., & Forest, J. (2020). On the temporal stability of self-determined work motivation profiles: a latent transition analysis. *European Journal of Work and Organizational Psychology*, 29(1), 49-63. <https://doi.org/10.1080/1359432X.2019.1688301>
- Fernet, C., Sencal, C., Guay, F., Marsh, H., & Dowson, M. (2008). The Work Tasks Motivation Scale for Teachers (WTMST). *Journal of Career Assessment*, 16(2), 256-279. <https://doi.org/10.1177/1069072707305764>
- Gibson, S., & Dembo, M. H. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology*, 76(4), 569-582. <https://doi.org/10.1037/0022-0663.76.4.569>
- Guskey, T. R., & Passaro, P. D. (1994). Teacher Efficacy: A Study of Construct Dimensions. *American Educational Research Journal*, 31(3), 627-643. <https://doi.org/10.3102/00028312031003627>
- Hauser, L. (2008). Work motivation in organizational behavior. *Economics, Management, and Financial Market*, 9(4), 239-246.
- Jebb, A. T., Morrison, M., Tay, L., & Diener, E. (2020). Subjective Well-Being Around the World: Trends and Predictors Across the Life Span. *Psychological Science*, 31(3), 293-305. <https://doi.org/10.1177/0956797619898826>
- Kanfer, R., Chen, G., & Pritchard, R. D. (2012). *Work motivation: Past, present, and future*. Routledge. <https://doi.org/10.4324/9780203809501>
- Latham, G. P., & Pinder, C. C. (2005). Work motivation theory and research at the dawn of the twenty-first century. *Annual Review of Psychology*, 56, 485-516. <https://doi.org/10.1146/annurev.psych.55.090902.142105>
- Levesque, M., Blais, M. R., & Hess, U. (2004). Dynamique motivationnelle de l'épuisement et du bien-être chez des enseignants africains. *Canadian Journal of Behavioural Science*, 36(3), 190-201. <https://doi.org/10.1037/h0087229>
- Malka, A., & Chatman, J. A. (2003). Intrinsic and extrinsic work orientations as moderators of the effect of annual income on subjective well-being: A longitudinal study. *Personality and Social Psychology Bulletin*, 29(6), 737-746. <https://doi.org/10.1177/0146167203029006006>
- Milam, L. A., Cohen, G. L., Mueller, C., & Salles, A. (2019). The Relationship Between Self-Efficacy and Well-Being Among Surgical Residents. *Journal of Surgical Education*, 76(2), 321-328. <https://doi.org/10.1016/j.jsurg.2018.07.028>
- Ng, W., Diener, E., Aurora, R., & Harter, J. (2009). Affluence, feelings of stress, and well-being. *Social Indicators Research*, 94(2), 257-271. <https://doi.org/10.1007/s11205-008-9422-5>
- Pelletier, L. G., Séguin-Lévesque, C., & Legault, L. (2002). Pressure from above and pressure from below as determinants of teachers' motivation and teaching behaviors. *Journal of Educational Psychology*, 94(1), 186-196. <https://doi.org/10.1037/0022-0663.94.1.186>
- Darwis, D.A. & Syafiq M. (2010). Hubungan Antara Kepuasan Kerja dengan Subjective Well-Being Pada Anggota Korps Brigade Mobil. *Character: Jurnal Penelitian Psikologi*, 8(1), 112-121.
- Rak Neugebauer, S., & Heineke, A. J. (2020). Unpacking K-12 Teachers' Understandings of Academic Language. *Teacher Education Quarterly*, 47, 158-182.
- Rotter, J. (1990). Internal Versus External Control of Reinforcement. *American Psychologist*, 45(4), 489-493.
- Situmorang, N. Z., & Tentama, F. (2018). Faktor-Faktor Yang Mempengaruhi Subjective Well-Being Pada Ibu Jalanan. <https://doi.org/10.31227/osf.io/pxg7u>
- Strack, F., Argyle, M., Schwarz, N. (1991). *Subjective well-being : an interdisciplinary perspective*. Pergamon Press.

- Strobel, M., Tumasjan, A., & Spörrle, M. (2011). Be yourself, believe in yourself, and be happy: Self-efficacy as a mediator between personality factors and subjective well-being. *Scandinavian Journal of Psychology*, *52*(1), 43–48. <https://doi.org/10.1111/j.1467-9450.2010.00826.x>
- Tremblay, M. A., Blanchard, C. M., Taylor, S., Pelletier, L. G., & Villeneuve, M. (2009). Work Extrinsic and Intrinsic Motivation scale: its value for organizational psychology research. *Canadian Journal of Behavioural Science*, *41*(4), 213–226. <https://doi.org/10.1037/a0015167>
- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, *17*(7), 783–805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)