Javanese Student's Subjective Wellbeing: Perspectives on Academic Self-Efficacy and Academic Anxiety

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Abstract

College is a place for students to interact with one another. The dynamics that arise due to the diversity that exists in higher education also have an impact on student subjective well-being, including Javanese college students. With the dynamic and positive interactions of each component, it can be a predictor of individual welfare. This study analyzes academic self-efficacy and academic anxiety of Javanese college students as the majority student group. The results of the study partially show that only academic self-efficacy is a predictor of student subjective well-being ($r = 0.33$, $p < 0.01$). While the results of further research using multiple linear regression analysis prove that academic self-efficacy and academic anxiety simultaneously contribute to the subjective well-being of students ($F = 8.43$, $p < 0.01$). The results of this study have implications for counseling services in universities to support subjective well-being, especially for Javanese students as the majority ethnic.

Keywords: Academic self-efficacy, Academic Anxiety, Subjective well-being, Javanese college students

1. Introduction

Well-being is a psychological construct that has an important role for students and can contribute to the achievement of student learning outcomes and development (Frost, 2010). Well-being is characterized by a positive influence that can balance self-demands with the environment, both of which can be mutually adapted to self-acceptance. Well-being can also be understood as student satisfaction with themselves and their environment, which can actually contribute to helping student academic improvement (Wikanestri, dan Prabowo, 2015).

As part of the realm of positive psychology, Weisner in Bornstein, Davidson, Keyes & Moore (2003) states that well-being is a form of successful life achievement which is manifested by the integration of both physical, cognitive, and socio-emotional functions. Harmony from every aspect can help a person have a community role, have sufficient social relations needs, and be able to overcome psychosocial and environmental problems.

Regarding student well-being, higher education as an academic social system also interacts with social components that is full of pluralism. Students interact with various groups in college, they also live as part of a group, study in groups, interact with peers in groups, and spend most of their free time in groups (Johnson & Johnson, 1999). Positive social interaction in higher education is a relationship that is dynamic, harmonious, and can support individual well-being (Amin et al., 2014).

This research specifically examines and analyzes psychological constructs and their relation to culture. The focus of research research is Javanese students who according to Martaniah (Amin et al., 2017) explained that the Javanese are an ethnic group in Indonesia who originally lived in central and eastern Java. The area is considered the center of Javanese culture which originates in the kingdoms which in the past were called "*Kraton*". Meanwhile, students of Javanese descent are understood as students who have a lineage from Javanese families and have special characteristics of Javanese culture. In the context of Javanese culture, students of Javanese descent are seen not as an alliance of individuals, but as a group unit and as a family (Herusasoto, 2001).

In general, Javanese people are one of the ethnic groups that uphold and have loyalty to their cultural values (Amin et al., 2017). One of the cultures that are still upheld is the culture of collectivity/togetherness. This feeling also makes students of Javanese descent higher in their ethnic identity apart from being in the position of the majority group.

Culture and a way of life that prioritizes togetherness and a feeling of belonging to each other are the main forces for the emergence of ethnic identity in a group (Phinney, 1992).

While the academic component in this study examines academic self-efficacy and academic anxiety. Academic self-efficacy refers to an individual's belief that they can successfully reach a certain level in academic tasks or achieve certain academic goals (Eccles & Wigfield, 2002). Self-efficacy has been shown to have an impact on performance, an initiative in dealing with situations, motivation, and persistence to do or complete tasks, especially in facing obstacles and obstacles (Bandura in Kaiser, 2003). Bandura (1997) states that factors that influence self-efficacy include those related to the background of this study, among others, influenced by culture. Culture affects self-efficacy through the values, beliefs, in the process of self-regulation that serves as a source of self-efficacy ratings and, because of self-efficacy beliefs.

Next, the concept of anxiety according to Spielbelger (in Kaiser, 2003) is a sign of the coming of danger, anxiety is an introduction related to somatic processes were in the activity of a dangerous situation, in the sense that when danger comes, a process will occur in individuals to be able to balance. conditions from outside the environment. A person with high anxiety is likely to become worried in several different situations. Anxiety trait has been shown to interfere with cognitive function, impair memory, lead to avoidant behavior, and have several other effects (Macintyre & Gardner, 1991).

The findings of the study hope to contribute to do with academic self-efficacy and academic anxiety on the subjective well-being of students Java. The information obtained will have implications for the institution as an effort to increase student welfare and happiness.

2. Literature Review
2.1 Subjective Well-Being
Subjective well-being is part of welfare and happiness, the terms happiness and subjective well-being are also often used interchangeably. Some researchers use the term emotion well-being for the same meaning, but more researchers use the term subjective well-being (Eid & Larsen, 2008). Subjective well-being is the subjective evaluation of a person's life, including concepts such as life satisfaction, pleasant emotions, fulfillment, satisfaction with the area, and unpleasant emotional low level (Diener, 2003).

Diener's subjective well-being component (in Eid & Larsen, 2008) is divided into two general components, namely cognitive and affective components, the two components are not separate. A person is described as having high subjective well-being if he assesses life satisfaction as high and feels positive effects more often than negative effects (Kanto et al., 2020; Nuraini et al., 2019; Ryan & Deci, 2001). Several things also become predictors of one's subjective well-being. It is interesting to study that Diener, Suh, Oishi, and Shao (in Diener & Lucas, 1999) convey that differences in cultural norms can also affect positive and negative effects. Positive effects are more influenced by cultural norms than negative effects. In a culture that considers it bad to express positivity, a person will report a lower level of positive affect. Baker (in Diener & Lucas, 1999) says that the affectionate effect may be more influenced by the environment because it is more social.

2.2 Academic Self-Efficacy
Meanwhile, academic self-efficacy is a theory derived from the concept of self-efficacy put forward by Bandura (1997) as an individual's belief in one's ability to manage and carry out a series of actions required to produce predetermined achievements. Gloria & Hird (1999) also explained that self-efficacy is an individual's belief in itself that can cause a person to behave and achieve specific results. Bandura (1997) explains that self-efficacy is an important collection of literature that indicates that efficacy beliefs regulate human functioning through four main processes. This includes the process of cognitive, motivational, affective, and selective. Academic self-efficacy refers to the belief (faith) people that they can successfully reach a certain level in academic tasks or achieve certain academic goals (Eccles & Wigfield, 2002; Schunk, D. H., & Pajares, 2002).

Self-efficacy was a significant predictor of academic performance, an initiative in dealing with situations, motivation, and persistence to do or complete tasks, especially in facing obstacles and obstacles (Bandura in Kaiser, 2003). High self-efficacy will develop a strong personality in a person, reduce stress, and are not easily affected by threatening

situations. In contrast, individuals with low self-efficacy tend to be reluctant to try and cooperate in difficult situations and with high levels of complexity.

2.3 Academic Anxiety

The concept of anxiety according to Spielbelger (1983, in Kaiser, 2003) is a sign of the coming of danger, anxiety is an introduction related to somatic processes were in the activity of a dangerous situation, in the sense that when danger comes, a process will occur in the individual to be able to balance the condition. from outside the environment. Someone with high anxiety tends to be concerned in several different situations. Anxiety trait has been shown to interfere with cognitive function, impair memory, lead to avoidant behavior, and have several other effects (Macintyre & Gardner, 1991).

On the perspective of anxiety as a trait described as the effect of general anxiety, prevailing in all situations by some experts have received criticism and opposition. Mischel and Peake and Endler (in Macintyre & Gardner, 1991), argue that the nature of anxiety is related to one's interaction with a threatening situation, in other words, behavior occurs in certain contexts. For most people, some situations will trigger anxiety while others will encourage a feeling of relaxation. In a large group, situations that trigger anxiety will be different, even among individuals who show the trait anxiety scores were similar.

3. Methods
3.1 Research Subjects and Procedures
This study uses a correlational research design. The subjects in this study were 145 students of the Faculty of Education, Semarang State University, who were taken based on random sampling. Respondents in the sample were between 19 and 24 years old, with an average age of 22.02 years. Those who agree to participate in this study will fill the instruments prepared by the researcher. The data was collected directly by the respondents who were willing to fill in the data.

3.1 Instruments
The current study used the translation procedure to return before the data collection process. To validate the Indonesian version, the instrument was translated from English to Indonesian. Translated items, items are translated back into English, and the comparison back translation and the original questionnaire to inform the final version in Indonesian. Satisfaction with Life Scale (SWLS) was developed by (Diener et al., 1985) to measure well-being. Examples of items on instruments after back translation, "Dalam kebanyakan hal, hidup saya sudah dekat dengan kondisi ideal saya". The validity of the instrument used a product moment score of r with a range (0.688 to 0.753), and the reliability of the instrument using Cronbanch's Alpha calculation resulted in the result of r = 0.764.

Self-efficacy for learning and performance, developed by Pintrich et al. (1991) consists of 8 items to measure the level of self-confidence in carrying out academic activities/lessons. Examples of items on instruments after back translation "Dengan mempertimbangkan kesulitan-kesulitan yang ada pada perkuliahan, dan keterampilan yang saya miliki, saya pikir saya bisa melakukan yang terbaik dalam proses pembelajaran/kegiatan akademik". The validity of the instrument used a product moment score of r with a range (0.551 to 0.751), and the reliability of the instrument using Cronbanch's Alpha calculation resulted in r = 0.772.

Academic Test Anxiety was also developed by Pintrich et al. (1991) to measure a person's anxiety level in fulfilling academic-related tasks and activities. This instrument consists of 5 items. Examples of items on instruments after back translation "Saya merasa tidak nyaman dan gelisah saat perkuliahan dengan dosen". The validity of the instrument used a product moment with a score range of r (0.541 to 0.745), and the reliability of the instrument using Cronbanch's Alpha calculation resulted in r = 0.688.

3.3 Data analysis
To answer the problem formulation in this study using multiple linear regression analysis to determine the relationship of the two independent variables on the dependent variable. Data processing in this study will be carried out using the help of the SPSS 21.00 for Windows program. Multiple linear regression analysis is included in the category of

parametric statistics. As a parametric statistical requirement, to be able to use the regression formula, it is necessary to first carry out a classical assumption test including normality, heteroscedasticity, and random sampling.

4. Results and Discussion

The mean score, standard deviation, and zero-order correlations on each variable are shown in Table 1. Not all variables have a significant relationship. Only academic self-efficacy correlated significantly with subjective well-being ($r = 0.33$, $p < 0.01$). Furthermore, to find out how much contribution academic self-efficacy gives to subjective well-being is shown in table 2 which shows the results that academic self-efficacy contributes 53% to subjective well-being ($t = 4.11$, $p = p < 0$, 01). Table 2 also shows that academic self-efficacy and academic anxiety jointly contribute to subjective well-being which is indicated by the value of $F = 8.83$, $p < 0.01$.

Table 1. Preliminary analysis

Variabel	M	SD	1	2	3
Academic Self-Efficacy	23.93	2.87	-		
Academic Anxiety	11.77	2.4	0.12	-	
Subjective well-being	22.57	4.54	0.33**	0.93	-

Keterangan: N = 145; ** signifikansi p < 0.01

Table 2. ANOVA Results Between Variable Regression

Variabel	Outcome	β	t	Sig.
Academic Self-Efficacy (X1)		0.53	4.11	0.00**
Academic Anxiety (X2)	Subjective well-being	0.05	0.66	0.51
		Mean2	F	Sig.
X1 – X2		161.69	8.436	0.00**

Keterangan: N = 145; ** signifikansi p < 0.01

Academic self-efficacy and academic anxiety together contribute to subjective well-being in Javanese students that can be explained from the framework of identity development. As part of self, explained by Erikson's theory (in Phinney, 1992) regarding the formation of ego identity. According to Erikson (in Phinney, 1992), achieved identity is the result of a period of exploration and experimentation that usually occurs during adolescence and which leads to decisions or commitments in various segments of life, such as work, religion, and political orientation.

The development of one's ego identity occurs in one's interactions with others in a social context. Given the social context is also related to race and ethnicity, so that ethnic identity becomes a very prominent domain of the overall ego identity (Phinney, 1992). This opinion was also conveyed by Erikson and Super (in Mejia, 2011) that each person develops an ego identity in him, while ethnic identity is an essential part of the overall ego identity related to the welfare of one's life.

Academic self-efficacy refers to the belief (faith) people that they can successfully reach a certain level in academic tasks or achieve certain academic goals (Eccles & Wigfield, 2002; Schunk, D. H., & Pajares, 2002). Bandura (1997) states that factors that influence self-efficacy include those related to the background of this study, among others, influenced by culture. Culture can affect self-efficacy due to factors values, beliefs, and the process of self-regulation that serves as a source of self-efficacy assessment and self-efficacy beliefs. Children and adolescents are exposed to their environment firsthand and to their own experience which has potential career relevance. In addition to their interest in the activities carried out, the relevance of adolescents is also strengthened by the family culture and the environment in which they live. Also, (Bandura, 1997) also stated that the status or role of individuals in their environment. Individuals who have a higher status will receive a greater degree of control so that the efficacy itself is also high. While the low-status individuals will have less control so that efficacy itself is also low.

Meanwhile, Walker & Syed (2013) academic identity is a subjective connection to the academic majors that are students' academic choices and activities. This conception was developed because the student's academic department functions as a micro-context within the context of the larger tertiary institution and determines who students spend time with. Secondly, there has been little research on the psychological aspects of student majors, with most studies

focus on the decision-making process. Farther to the third, a student's academic departments have implications for their future careers after they leave college, and thus serves as a point of continuity between the identity of the college and post-college.

The results of this study pay attention to cultural constructs and academic social constructs that are related to the psychological constructs, psychogical well-being of students. The results showed that cultural factors influence psychological well-being and there may be differences between members of different ethnic groups. In particular, this study also underlines the positive role of academic self-efficacy as a potential aspect that can support or hinder (Lent, in Gushue, 2006) student's subjective well-being. To the extent that ethnic identity and academic identity support individual self-belief and self-efficacy, it is important to understand that academic self-efficacy can influence the way people perceive and respond to barriers as well as effect student subjective well-being.

5. Conclusion

The results showed that partially only academic self-efficacy was partially predictors of subjective well-being of Javanese students. The study provides implications and understanding that the influence of the environmental context (cultural) on the subjective well-being of students. This is due to changes in demographics, changes in globalization, racial-ethnic background, and the influence of family culture in Indonesia contributed to the welfare of one's life. To properly understand the problems related to the welfare of individual life, it is necessary to study from different cultural and ethnic backgrounds, the supervisor needs to pay attention to the personal aspects of students and the context of the cultural environment.

Acknowledgements

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Biography

Mungin Eddy Wibowo is Professor in Guidance and Counseling in the Department of Guidance and Counseling at the Universitas Negeri Semarang, Semarang, Indonesia. In 1976 he Graduated with Bachelor of Psychology and Guidance, FIP-IKIP Semarang, 1993 Graduated Master of Education, Guidance and Counseling Study Program, IKIP Malang, 2001 Passed Doctor of Education, Guidance and Counseling Study Program Indonesian Education University (UPI) Bandung, and in 2005 Graduated from Professional Counselor Education (PPK), FIP UNP Padang. He is active in research, research that has been carried out include the Effectiveness of Strength Based Group Counseling to Increase Resilience and Academic Hardiness of High School Students in Semrang City, Excellent Research on Empathy, Emotional Intelligence, and Spiritual Intelligence among East, Central, and Western Indonesian Counselors Candidates Implications for the Effectiveness of Counseling Services, and other research. He has intellectual property including 1. Copyright for the book "Counseling Profession 21st Century", the book "Professional Counselor 21st Century", the book "Counseling Group Development".

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