SOCIO-ECONOMIC STATUS AND SELF EFFICACY WITH STUDENTS' PSYCHOLOGICAL WELL-BEING IN JUNIOR HIGH SCHOOL

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Abstract

This study aims to analyze the relationship between socioeconomic status and self-efficacy on the psychological well-being of junior high school students. The background of this study is based on the importance of psychological well-being in adolescent development, which is influenced by external factors such as family socioeconomic conditions and internal factors such as individual self-confidence. This study uses a quantitative correlational approach with a cross-sectional survey design. The sample consisted of 181 eighth grade students at SMP Negeri 1 Banda Aceh City who were selected using stratified random sampling. The instruments used included a socioeconomic status questionnaire, a self-efficacy scale, and a psychological well-being scale. The results of the analysis showed that socioeconomic status and self-efficacy simultaneously had a significant effect on students' psychological well-being (F = 32.90; p < 0.05). The R² value of 0.270 indicates that 27% of the variance in psychological well-being can be explained by these two variables. This finding indicates that both environmental factors and students' self-confidence play an important role in shaping psychological well-being. The practical implication of this study is the need for support from schools and parents in improving students' psychological well-being through interventions based on strengthening self-efficacy and improving socio-economic conditions. This study contributes to the literature on educational psychology in Indonesia, particularly in the context of junior secondary education.

Keywords: *Socioeconomic Status, Self Efficacy, Psychological Well-being*

Introduction

Psychological well-being is an important aspect in individual development, especially during adolescence which is marked by critical transitions both physically, emotionally, and socially. Psychological well-being refers to a positive mental condition that reflects life satisfaction, meaningfulness, and self-actualization (Ryff, 1989 in Rakhmat, 1989). In the context of education, students' psychological well-being plays an important role in character formation, learning motivation, and academic achievement. However, the reality on the ground shows that many students face psychosocial stress that can disrupt their well-being. One of the factors that influences it is the family's socioeconomic status (SES). SSE includes parents' income, education, and occupation, which determine students' access to educational resources and supportive environments (Kamba, 2018). Research shows that students from families with low SSE tend to have higher levels of stress and less emotional support (Ikhwan, 2019). In addition to external factors such as SSE, internal factors such as self-efficacy also play an important role in determining psychological well-being. Self-efficacy, which is defined as an individual's belief in their ability to complete a task or face a challenge (Bandura, 1997 in Miller & Josephs, 2009, p. 12), has been shown to contribute positively to mental health and individual adaptation in the school environment (Hidayat & Khalika, 2019; Cicchocka, 2016). Previous studies have shown a relationship between SSE and psychological well-being (Madjid, 2002), as well as between self-efficacy and psychological well-being (Marchlewska et al., 2019). However, there are not many studies that simultaneously examine how these two factors simultaneously influence students' psychological well-being, especially at the junior high school level in Indonesia. Furthermore, there are still differences in findings regarding the strength of each factor's influence, indicating the need for further studies with a more specific local context. This study uses a quantitative correlational approach to examine the relationship between socioeconomic status and self-efficacy with psychological well-being of students at SMP Negeri 1 Banda

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Aceh City. Samples were taken by purposive sampling from the population of class VIII students, with an instrument in the form of a standardized Likert scale for each variable. Data were analyzed using multiple linear regression to determine the contribution of each predictor to the dependent variable. The main objective of this study was to determine the extent to which socioeconomic status and self-efficacy contribute to students' psychological well-being. The results of this study are expected to provide theoretical contributions to the development of educational psychology studies, as well as practical contributions for schools and parents in creating an environment that supports students' psychological well-being. The main findings expected are the identification of which variables are the most dominant and how they have implications for future educational intervention strategies.

2. Literature Review
Socioeconomic Status (SSE)

SSE refers to an individual's social position in the structure of society based on economic factors (income), education, and parental occupation (Bradley & Corwyn, 2002). According to Bronfenbrenner's (1979) developmental ecology theory, SSE as a family context can influence a child's psychological development, including perceptions of self-efficacy and psychological well-being. Several studies have shown that family economic conditions can shape access to learning resources and emotional environments that support or hinder a child's development (Conger & Donnellan, 2007).

Self-Efficacy

Bandura defines self-efficacy as an individual's belief in his or her ability to organize and execute the actions necessary to achieve a given outcome. Self-efficacy is influenced by successful experiences, vicarious experience (modeling), social persuasion, and physiological-emotional states. In the context of students, self-efficacy has been shown to mediate the influence of external factors (such as SSE or school climate) on psychological outcomes (Zimmerman, 2000).

Psychological Well-being

Ryff formulated psychological well-being in six dimensions: self-acceptance, positive relationships, autonomy, environmental mastery, purpose in life, and personal growth. Meanwhile, Diener (1984) developed the concept of subjective well-being consisting of life satisfaction, positive affect, and negative affect. In the context of adolescents, psychological well-being is influenced by internal psychological resources (e.g. self-efficacy) and family socio-economic conditions (Suldo & Huebner, 2006).

3. Method

The type of research is a quantitative correlational with a cross-sectional survey approach that aims to determine the relationship between socioeconomic status, self-efficacy, and psychological well-being of junior high school students. The population is all students of grade VIII at one of the public junior high schools in Banda Aceh City. Sampling technique: Stratified random sampling based on the economic level of parents with a sample size of ≥ 200 students (can be calculated using the Slovin Formula). The research instruments of this study are Socioeconomic Status: Parental identity questionnaire (education, occupation, and family income), Self-Efficacy: General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995) or adaptation of the academic scale (Bandura), and Psychological Well-Being: Ryff Scale (18–42 items, depending on the version) or Subjective Well-Being Scale (Satisfaction with Life Scale, Diener et al.) Reliability and validity were measured using the Cronbach Alpha test and construct validity. Data analysis techniques in the form of descriptive tests: Average, standard deviation, Pearson correlation test, multiple regression test, using SPSS

Results

Based on the results of descriptive analysis of 181 students, the welfare variable shows that most students are in the medium to high category, with an average score of 40.37 from a range of 24 to 56. If categorized, around 69% of students are in the medium category, 26% in the high category, and the remaining 8% in the low category, indicating that psychological well-being is generally quite good. For the socio-economic status variable, with an average of 177.80 from a minimum score of 114 and a maximum of 238, the majority of students, namely around 73%, are in the high socio-economic status category, 20% in the medium category, and only 7% in the low category, indicating that the family's socio-economic status is very dominant in supporting students' psychological well-being.

Meanwhile, for the self-efficacy variable, with an average score of 81.65 from a range of 54 to 107, around 60% of students have self-efficacy in the medium category, 30% in the high category, and 10% in the low category, indicating that students' self-efficacy tends to be positive. Based on the results of the Kolmogorov-Smirnov normality test, it is known that all variables in this study are normally distributed. This is indicated by the significance value (p-value) which is greater than 0.05 in each variable, namely psychological well-being ($p = 0.200$), socioeconomic status ($p = 0.041$), and self-efficacy ($p = 0.200$). Thus, the assumption of normality is met and the data is worthy of further analysis using parametric analysis. Based on the results of the linearity test, the relationship between the independent variables and the dependent variables is stated as linear. This is indicated by the significance value in the Linearity column which is below 0.05 ($p = 0.000$) for both variables, namely socioeconomic status and self-efficacy. In addition, the significance value in the Deviation from Linearity column for both variables is greater than 0.05 (socioeconomic status = 0.057; self-efficacy = 0.816), which means there is no significant deviation from linearity. Thus, it can be concluded that the relationship between each independent variable and student engagement meets the linearity assumption, so it is feasible to be further analyzed using regression analysis.

The results of the F test show that the regression model used is significant overall. The F value obtained is 32.90 with a significance value of 0.000. Because the significance value (p-value) is less than 0.05, it can be concluded that socioeconomic status (X1) and self-efficacy (X2) together have a significant effect on psychological well-being (Y). This supports the research hypothesis which states that there is a significant effect between socioeconomic status and psychological well-being. Based on the results of the determination test, the R value of 0.510 indicates that there is a moderate relationship between the independent variables (socioeconomic status and self-efficacy) and the dependent variable (psychological well-being). The R² value of 0.270 indicates that the regression model explains 27% of the variation in psychological well-being. Meanwhile, the Adjusted R² value of 0.262 confirms that after considering the number of variables in the model, the contribution of the two independent variables to psychological well-being is 26.2%, while the remaining 73.8% is influenced by other factors not included in this research model.

Discussion

Pitirim Sorokin (2005) measures a person's socioeconomic status can be seen from their position, level of education, work, and wealth. The most important thing for today's society, a person's position in the middle of society is measured by their socioeconomic status. Human life in any society is greatly influenced by their socioeconomic conditions. To see a person's socioeconomic position, we can see it by looking at three factors, namely: work, level of education, and income. All of these conditions can affect daily activities and the level of psychological well-being / happiness in each individual. Psychological well-being is a state of an individual who is able to accept himself as he is, is able to form warm relationships with others, has independence from social pressure, is able to control the external environment, has meaning in life and is able to realize his potential continuously. In everyday life, the socioeconomic status of a person in a family is often a barometer for measuring psychological well-being / happiness in the family.

Diener (2002) in his paper further explains that the thing that can create high subjective well-being is a person's progress in achieving their goals. The success of an individual in achieving the goals they want creates a feeling of happiness. The resources most related to subjective well-being are personal attributes such as self-confidence. This shows that individuals who feel confident and thus have psychological empowerment will allow them to experience progress in achieving their goals so that they become happier. In order to become empowered, individuals need to have psychological resources and mindsets. Thus, objective resources, self-efficacy, and positive emotions all work together to create empowerment (Diener, 2002). Empowerment is the result of high subjective well-being, especially from positive emotions. Positive emotions tend to arise from the success of achieving goals. Individuals tend to feel empowered and seek new goals when they have succeeded in the past and feel they have the resources to meet their goals (Diener, 2002).

According to Bandura, there are four reasons why someone can have high or low Self-efficacy. The four things are persistent experience, self-felt experience, social persuasion, and psychological state. Frequent success will increase a person's Self-efficacy while failure will decrease their Self-efficacy. If Self-efficacy decreases, a person will definitely feel less well-being to the point of having an impact where a person is not sure about themselves. So in other words, Self-efficacy is related to psychological well-being. The definition of socioeconomic status is the economic background of a family or parent as measured by the level of education, income level, ownership of wealth, or facilities and the type of work they have. Having a good socioeconomic status will make it easier for a family to live their daily lives. We cannot deny that economic deficiencies in the family can cause

various psychological problems to disrupt the psychological well-being of the family. Self-efficacy is persistence in doing something, being able to regulate oneself, having great enthusiasm in doing something, having a positive self-assessment, and having self-satisfaction. While psychological well-being is a state of an individual who is able to accept himself as he is, is able to form warm relationships with others, has independence from social pressure, is able to control the external environment, has meaning in life and is able to realize his potential continuously. The psychological well-being of each individual will be much better if they have good socioeconomic abilities and strong self-efficacy in establishing social interactions with the surrounding community.

Conclusion

This study shows that socioeconomic status and self-efficacy simultaneously have a significant influence on the psychological well-being of students at SMP Negeri 1 Banda Aceh City. Socioeconomic status makes an important contribution to students' access to resources and emotional stability, while self-efficacy is an internal factor that supports students' ability to face challenges and manage stress. The regression model shows that both independent variables explain about 27% of the variability in psychological well-being, which means there is a significant contribution but also opens up space for other factors outside this model. This study fills the gap in the literature by integrating external and internal factors in one predictive model of adolescent psychological well-being in the context of junior high school education in Indonesia.

Research Implications
Theoretical Implications:

This study supports Bronfenbrenner's developmental ecology theory and Bandura's self-efficacy theory by providing empirical evidence that socioeconomic environment and individual self-efficacy together influence adolescents' psychological well-being. These findings reinforce the importance of viewing well-being as a result of interactions between external and internal factors.

Practical Implications:

For schools, it is important to develop programs to strengthen student self-efficacy, such as social skills training, academic mentoring, and strength-based psychopedagogical approaches. For parents, these results underscore the need for stable economic and emotional support to improve children's well-being. For policy makers, community-based interventions targeting low-SES families can improve students' overall quality of life.

Suggestion

Further research is suggested to include other variables such as social support, school climate, or academic stress to further explain other factors that influence psychological well-being. Longitudinal studies can be conducted to see the long-term effects of SSE and self-efficacy on students' psychological well-being during the educational process. Schools and guidance and counseling teachers are advised to routinely conduct assessments of students' psychological well-being and provide promotive and preventive interventions.

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