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AM I A WELL BEING TEACHER? (A REVIEW OF SUBJECTIVE WELLBEING FOR ELEMENTARY TEACHERS)

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Am I a well being teacher? (A review of subjective wellbeing for elementary teachers) (Review)

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Abstract

One of Indonesia's government efforts to enhance the quality of education is to do certification program and qualification test for teachers. These programs are expected to have a positive outcome which is a better and increased teachers' competence. On the other hand, teacher's well-being might be disturbed by a negative impact from the program. This research aims to seek the subjective wellbeing of teachers in Jakarta and how to help teachers reach its wellbeing. The method use Neuroresearch (mix method), a mixture of qualitative research to build a theoretical construct and also observation as well as in-depth interviews with various parties and quantitative method by using measurement instruments subjective well-being Likert scale. The results found that (1) elementary teachers tend heading to wellbeing significantly at $\alpha < 0.05$ and (2) the cognitive dimension of teachers is an absolute determinant in shaping the well-being of primary school teachers. When a teachers cognitive is improved, then the wellbeing of primary school teachers will be increased by 20.983 from the current conditions. The study also found that the cognitive dimension is determined by the role of family situations and affective quality of teachers capable of acting 13.150 alters cognitive quality teachers. Recommendation from the results of this research is the need for new policies to change the model of teacher competency test that can empower cognitive competencies and simultaneously improve the conditions of teacher's family as the foundation of its economy. © Serials Publications.

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AM I A WELL BEING TEACHER? (A REVIEW OF SUBJECTIVE WELLBEING FOR ELEMENTARY TEACHERS)

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One of Indonesia's government efforts to enhance the quality of education is to do certification program and qualification test for teachers. These programs are expected to have a positive outcome which is a better and increased teachers' competence. On the other hand, teacher's well-being might be disturbed by a negative impact from the program. This research aims to seek the subjective wellbeing of teachers in Jakarta and how to help teachers reach its wellbeing. The method use Neuroresearch (mix method), a mixture of qualitative research to build a theoretical construct and also observation as well as in-depth interviews with various parties and quantitative method by using measurement instruments subjective well-being Likert scale. The results found that (1) elementary teachers tend heading to wellbeing significantly at $\alpha < 0.05$ and (2) the cognitive dimension of teachers is an absolute determinant in shaping the well-being of primary school teachers. When a teachers cognitive is improved, then the wellbeing of primary school teachers will be increased by 20.983 from the current conditions. The study also found that the cognitive dimension is determined by the role of family situations and affective quality of teachers capable of acting 13.150 alters cognitive quality teachers. Recommendation from the results of this research is the need for new policies to change the model of teacher competency test that can empower cognitive competencies and simultaneously improve the conditions of teacher's family as the foundation of its economy.

Keywords: Subjective well-being, Neuroresearch

1. INTRODUCTION

Education quality is now one of the major focuses for the Government of Indonesia. One of the educational quality improvement programs is a teacher certification program, considering the qualifications of teachers is one of the important factors to guarantee the quality of education in Indonesia (Fitriana, 2013). The program also run as the application of Act No. 2 of 2005 on teachers and professors. UNICEF also recognizes that the work of teachers is one of the key factors of quality education (UNICEF, 1993).

The certification program is a government program for teachers with regard to the certificate as evidence of the recognition of the position of educator teachers as professionals, as defined in Act No. 14 of 2005 about the teachers and professors. Certification, explained in further details in the regulation of the Minister of the

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Republic of Indonesia National Civic number 18 of 2007, is the process of certification of educators to the active teacher.

In fact, increasing well-being and competence through certification and teacher benefits are not yet fully capable of improving the quality of education. Certification as proof that a teacher as a professional has the attitude of a high professionalism in the implementation should be able to improve the quality of education (Hardianto, 2009). To become a qualified personal, one must have a sense of peace within him or called with subjective wellbeing.

Subjective wellbeing is the emotional and cognitive evaluations of people against their lives, including what people call happiness, peace, fulfillment, and life satisfaction. Various concepts ranging from mood swings to life satisfaction against the global assessment, and from depression to euphoria is also included in subjective well-being (Diener, Napa Scollon, & Lucas, 2003; Diener, Oishi, & Lucas, 2003). There are two common components in subjective wellbeing i.e. dimensions of cognitive and affective dimensions (Diener, 1984). Life satisfaction (life satisfaction) is one part of the cognitive dimension. Life satisfaction is a part of the cognitive dimension because it is evaluative beliefs about one's life (Schimmack, 2008). The cognitive dimension also includes areas of satisfaction/domain satisfaction of individuals in various areas of life such as fields that relate to yourself, family, peer group, health, finance, work and leisure time, that is to say in terms of the cognitive dimension has a variety of picture (Diener, 1984). Affect dimension is basic dimensions subjective wellbeing, where in it including the mood and emotions that are pleasant and unpleasant (Diener, 2000; Pavot & Diener, 2004). This includes the dimension of positive affect i.e. positive emotions and negative affect i.e. negative emotions and unpleasant mood, where both stand alone and this affects each has their frequency and intensity (Emmons & Diener, 1985).

Subjective wellbeing issues can arise as a result of the demands of increased professionalism and improvement of well-being. In a study of the viewpoint of teachers towards certification program say they are not happy with the program, this is due to the severity requirement is required (Sugi, 2007). A research on high school teachers in Surabaya, Sidoarjo and Jember also stated work stress had a significant influence on the component of subjective well-being against negative affect (Setiasih, 2012). A research has found positive relationships between teaching practice and positive affect (Hargreaves, 1998).

Subjective wellbeing associated with levels of pleasure and a high activity is also associated with high positive level performance (Bakker & Oerlemans, 2012). A worker who is happy tend to have higher performance (Wright & Cropanzano, 2000; Wright, Cropanzano, & Bonnett, 2007). In addition, success is related to happiness (Lyubomirsky, King, & Diener, 2005). A research has found positive relationships between teaching practice and positive affect (Hargreaves, 1998).

The purpose of this study is to examine the subjective well-being condition of teachers in Jakarta and identify the most decisive indicator forming of the teacher's subjective well-being. The government, teachers, and concerned citizens will have relevant information, it would be worthwhile for people outside the teaching profession to realize the heavy burden and the tough reality facing teachers who teach difficult classes (Gilligan, 1998). Also indicators can be used in improving teacher's subjective well-being which will lead to the improvement of the teacher's psychological aspects that support the success in conducting the transfer of knowledge and perform duties as a teacher.

2. MATERIALS AND METHODS

The population of this study is elementary school teachers of the Palmerah District, West Jakarta, Indonesia. The study is solely an examination of active elementary school teachers in Palmerah District. The sample size of the study calculated based on the 762 elementary school teachers in Palmerah District. The sample size is 65 participants from 8 elementary school using cluster convenience sampling. The characteristic of the participants consist of gender and employment period will be presented in the next part.

Neuroresearch was used as a method to conduct the research. Neuroresearch is a mix research method of qualitative and quantitative with three main processes: exploratory research, explanatory and confirmatory research (Fios, Sasmoko, & Gea, 2016; Ying & Sasmoko, 2015). The qualitative research was to build a theoretical construct and also observation as well as in-depth interviews with various parties. The research also used quantitative method using measurement instrument subjective well-being that given to the participants to fill. The instrument had been made based on two subjective wellbeing theories by Diener (Diener, Suh, Lucas, & Smith, 1999).

The instrument used in quantitative method measured the subjective wellbeing variable by 11-items scale ranging from 1 (strongly disagree) to 5 (strongly agree) with a neutral point. The calibration of instrument had been done with the orthogonal iterative approach with reliability index Cronbach Alpha (rii), with the significant level of 5% ($n = 16$; $r = 0.497$). The trial results declared 11-item question instruments valid with a minimum limit of 0.497. While the test of the reliability of the instruments yielding of 0.929 Cronbach Alpha index. From the results of the test, the instrument is proven to be valid and reliable. The data gathered by giving the instrument to the participant to fill.

The quantitative data summarized and analyzed using Statistical Product and Service Solutions (SPSS) program. The subjective wellbeing conditions of the elementary teacher examined using confidence interval analysis to get the upper and lower bound of the data. The upper and lower bound were used to determine which state of wellbeing the teachers were. The indicator forming the subjective wellbeing was identified by using growing classification regression tree (CRT) to

determine which indicator that contribute the most for a teacher subjective wellbeing.

The interview guidance for the qualitative method based on subjective wellbeing theory by Diener (Diener *et al.*, 1999). The interviews were conducted to the representative teachers from elementary school with high, medium and low-level subjective wellbeing teachers. These interviews were conducted to confirm the quantitative method result on elementary school teachers subjective wellbeing condition.

3. TABLES AND GRAPHS

TABLE 1: PARTICIPANT FREQUENCY BY GENDER

<i>Gender</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Female	46	70.8	70.8	70.8
Male	19	29.2	29.2	100.0
Total	65	100.0	100.0	

In Table 1 the result of frequency analysis of participant by gender shows that the majority were female (70.8%) and approximately one-third of the participants were male. This situation will not have significant effect because gender is not a determinant of subjective wellbeing, both females and males evaluate their lives in a similar way (Joshi, 2010).

TABLE 2: QUANTITATIVE DATA DESCRIPTIVE ANALYSIS

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>		
				<i>Statistic</i>	<i>Std. Error</i>	<i>Deviation</i>
Subjective Wellbeing	65	29.00	55.00	44.6000	.76736	6.18668

The subjective wellbeing condition was divided into 5 categories as shown in

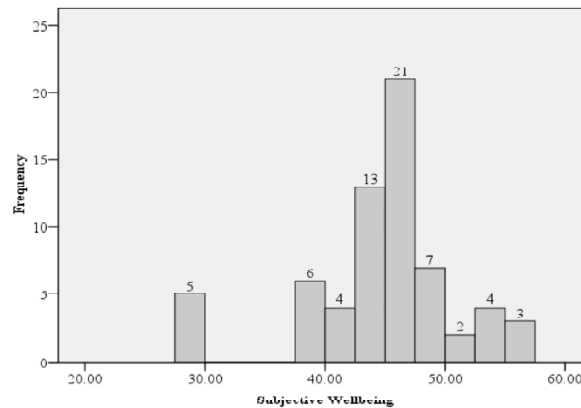


Figure 1: Elementary School Teachers Subjective Wellbeing Distribution

Table 3 below considering the range between maximum and minimum of the data.

TABLE 3: SUBJECTIVE WELLBEING CLASSIFICATION

<i>Interval</i>	<i>Subjective Wellbeing Tendency</i>
<33	Very Not Wellbeing
34-39	Not Wellbeing
40-45	A Little Wellbeing
46-51	Wellbeing
>52	Very Wellbeing

4. RESULTS

4.1. The Tendency of Elementary School Teachers Subjective Wellbeing

The tendency of elementary teachers subjective wellbeing examined using confidence interval analysis. Table 4 shows that from 95% confidence interval, the lower bound was 43.0670 and the upper bound was 46.1330. Based on the classification as shown in Table 3, therefore the tendency of the elementary school teachers subjective wellbeing was heading to wellbeing from a little wellbeing significantly at $\alpha < 0,05$.

TABLE 4: ELEMENTARY SCHOOL TEACHERS SUBJECTIVE WELLBEING CONFIDENCE INTERVAL AND STATISTIC PARAMETERS

		<i>Statistic</i>	<i>Std. Error</i>
Mean		44.6000	.76736
95% Confidence Interval for Mean	Lower Bound	43.0670	
	Upper Bound	46.1330	
5% Trimmed Mean		44.8932	
Minimum		29.00	
Maximum		55.00	
Range		26.00	

4.2. The Most Decisive Indicators of Elementary School Teacher Subjective Wellbeing

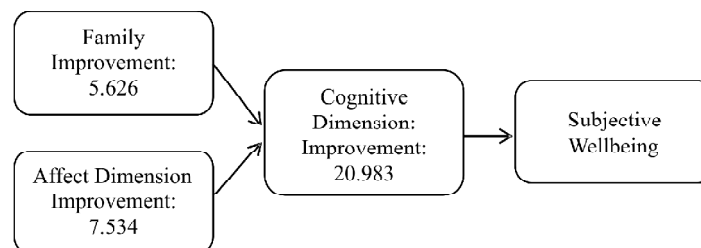


Figure 2: Decisive Indicators of Elementary School Teacher

Figure 2 shows the result of growing classification regression tree (CRT). The most decisive indicator of elementary school teacher subjective wellbeing was Cognitive Dimension. The level of improvement of cognitive dimension was 20,983, it means if the cognitive dimension improved, the subjective wellbeing will improve 20,983 times from the current conditions. The result also shows that the cognitive dimension was determined by the family indicator and affect dimension, with the level of improvement representatively 5.626 and 7.534. It means if the family indicator improved, it will improve the cognitive dimension by 5.626 times from the current conditions and if the affect dimension improved the cognitive dimension will improve by 7.534 times from the current conditions.

4.3. Elementary School Teachers Interview

In general, the elementary teacher assesses their live as happy, many of them were satisfied their needs are met. The majority of them also evaluate their live close with their ideal image of live. Their evaluation of family aspect said that they happy with their family and their live become better as their family was supporting them. In term of their work as a teacher, many of the teachers saw the job as a hard job with many responsibilities especially because the certification and qualification program that sometimes makes them anxious and stress. Most of the teacher feels that their leisure time lessen because the need to complete the administration and study. The positive affect of subjective wellbeing often perceived by the teacher when they success both in their work as a teacher or the certification or qualification program, it also motivates the teacher to be better in the future. The teacher also often perceive negative affect in their live especially stress and anxiousness.

5. DISCUSSION

Based on the survey the tendency of subjective wellbeing condition of the elementary teacher in Palmerah District was heading to wellbeing. The interview result shows that the elementary teacher assesses their live as happy in general. But, there are some aspects that they don't find satisfying. The program raises the teacher wellbeing by giving support for the certified teacher, but in the process, many of the teachers become more stress. The burden of teachers and their job has become more complicated, demanding and stressful (Ásgeir Jóhannesson, 2006; Hargreaves, 1994), the certification and qualification program just adding extra work for the teacher to do. The pressure to pass the test also disturb the teacher especially the old teacher that didn't even know how to operate a computer. Besides that, the administration work makes the teacher complain about their leisure time. Therefore, the teacher feels the negative affect of subjective wellbeing (angry and afraid) more often than the positive affect (enthusiasm and excitement). Well-being is more than just the absence of negative emotions, it comprises of frequent positive affect and infrequent negative affect (Diener, 1984, 1994). Schools are

full of emotions, human interactions include emotions and when interacting with many students with various needs each working day the teachers use their emotions all the time (Hargreaves, 1998). The shared views from the teacher who participate in the interviews revealed that the subjective wellbeing of the teacher is affected by the certification and qualification program negatively.

The study also identifies the absolute decisive indicator of the teacher subjective wellbeing is the cognitive dimension. The cognitive dimension is affected by family and affect dimension. Traumatic experiences such as being widowed have been identified may impact on life satisfaction ratings in the long term (Lucas, Clark, Georgellis, & Diener, 2003). The interview result also shows that the support of family makes the participant assess their live even better.

Acknowledgement

The study found that (1) elementary teachers tend to head to wellbeing significantly at $\alpha < 0.05$ even though there are some aspects that the teacher think need to be fixed and (2) the cognitive dimension of teachers is an absolute determinant in shaping the well-being of primary school teachers. When a teachers cognitive is improved, then the wellbeing of primary school teachers will be increased by 20.983 from the current conditions. The study also found that the cognitive dimension is determined by the role of family situations and affective quality of teachers capable of acting 13.150 alters cognitive quality teachers. Recommendation from the results of this research is the need for new policies to change the model of teacher competency test that can empower cognitive competencies and simultaneously improve the conditions of teacher's family as the foundation of its economy.

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