

## **RELATIONSHIP OF SELF-ESTEEM, SELF-EFFICACY WITH SUBJECTIVE WELL-BEING IN LOW-INCOME STUDENTS**

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### **Abstract**

Subjective well-being among vocational high school students from low socio-economic backgrounds represents a critical issue in vocational education, as it is closely related to psychological readiness, learning motivation, and academic adjustment. This study aimed to examine the relationship between self-esteem and self-efficacy with subjective well-being among vocational high school students from low socio-economic families. A quantitative approach with a correlational research design was employed. The participants consisted of 250 vocational high school students selected using purposive sampling. Data were collected through subjective well-being, self-esteem, and self-efficacy questionnaires that had been tested for validity and reliability. Data analysis was conducted using parametric statistical techniques, including correlation and multiple regression analyses. The results indicated that self-esteem had a positive and significant relationship with subjective well-being. Similarly, self-efficacy was found to have a positive and significant relationship with subjective well-being. Simultaneously, self-esteem and self-efficacy significantly contributed to students' subjective well-being. These findings suggest that internal psychological factors play an essential role in shaping students' subjective well-being, particularly among those facing socio-economic constraints. This study highlights the importance of strengthening self-esteem and self-efficacy through school-based guidance and counseling services as a strategic effort to enhance the subjective well-being of vocational high school students from low socio-economic backgrounds. The findings are expected to provide empirical evidence for the development of more contextual and sustainable psychological intervention programs in vocational education settings.

**Keywords:** subjective well-being, self-esteem, self-efficacy, vocational high school students, low socio-economic status

### **Abstrak**

*Subjective well-being siswa Sekolah Menengah Kejuruan (SMK) dari keluarga ekonomi rendah merupakan isu penting dalam konteks pendidikan vokasional, karena berkaitan dengan kesiapan psikologis, motivasi belajar, dan keberhasilan adaptasi akademik. Penelitian ini bertujuan untuk menganalisis hubungan self-esteem dan self-efficacy dengan subjective well-being pada siswa SMK yang berasal dari keluarga berstatus sosial ekonomi rendah. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional. Subjek penelitian berjumlah 250 siswa SMK yang dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui kuesioner subjective well-being,*

*self-esteem, dan self-efficacy yang telah diuji validitas dan reliabilitasnya. Analisis data dilakukan menggunakan statistik parametrik melalui uji korelasi dan regresi berganda. Hasil penelitian menunjukkan bahwa self-esteem memiliki hubungan positif dan signifikan dengan subjective well-being. Selain itu, self-efficacy juga menunjukkan hubungan positif dan signifikan dengan subjective well-being. Secara simultan, self-esteem dan self-efficacy berkontribusi signifikan terhadap subjective well-being siswa. Temuan ini mengindikasikan bahwa faktor psikologis internal berperan penting dalam membentuk kesejahteraan subjektif siswa, khususnya pada kelompok dengan keterbatasan ekonomi. Penelitian ini menegaskan pentingnya penguatan self-esteem dan self-efficacy melalui layanan bimbingan dan konseling di sekolah sebagai upaya strategis untuk meningkatkan kesejahteraan subjektif siswa SMK dari keluarga ekonomi rendah. Hasil penelitian ini diharapkan dapat menjadi dasar pengembangan program intervensi psikologis yang lebih kontekstual dan berkelanjutan di lingkungan pendidikan vokasional.*

**Kata kunci:** *subjective well-being, self-esteem, self-efficacy, siswa SMK, status sosial ekonomi rendah*

## INTRODUCTION

Subjective well-being (SWB) is a psychological construct that represents an individual's subjective evaluation of his or her quality of life, including life satisfaction as a cognitive aspect as well as the dominance of positive emotions and low negative emotions as an affective aspect (Diener et al., 1984; Diener, 2000). In the context of education, the subjective well-being of students has a strategic position because it directly contributes to academic success, learning engagement, healthy social relationships, and long-term mental health (Yuni et al., 2021; Brescia et al., 2024). Students with a good SWB level tend to show higher learning motivation, adaptive emotion regulation, and psychological resilience in the face of developmental demands.

The formation of subjective well-being in adolescence has long-term implications for the quality of life in adulthood, including career success, physical health, and interpersonal relationships (Ben-Arieh, 2008). However, the psychological well-being of students is inseparable from the socioeconomic conditions of the family. A number of studies show that economic limitations are related to increased psychological stress, anxiety, and decreased student life satisfaction (Suryani & Wahyuni, 2018; Reeve et al., 2016). UNICEF (2022) reports that more than 40% of students from low-income families experience high anxiety regarding the future, which has a significant impact on their subjective well-being.

The phenomenon of declining adolescent welfare is also reflected globally. The World Happiness Report 2024 shows a trend of declining self-satisfaction and an increase in mental health disorders in the adolescent age group, which is closely related to dissatisfaction with oneself and the future (Marquez et al., 2024). A similar condition occurs in Indonesia, where some students are in the category of moderate to low

psychological well-being, especially in groups affected by economic pressure and changes in the post-pandemic learning system (Puslitjak Kemendikbud, 2021; Anita, 2024).

This condition has become increasingly complex for Vocational High School (SMK) students. In addition to academic demands, vocational school students are faced with the pressure of vocational readiness and the demand to immediately enter the world of work and contribute to the family economy. For students from low economic backgrounds, this pressure is often accompanied by limited educational facilities, social stigma, and feelings of inferiority that have the potential to reduce psychological well-being (Knies, 2017; Rivenbark et al., 2020).

In the perspective of positive psychology, internal factors such as self-esteem and self-efficacy are seen as important determinants of subjective well-being. Self-esteem reflects an individual's assessment of his or her own worth and worth (Rosenberg, 1965), while self-efficacy refers to an individual's belief in his or her ability to face challenges and achieve goals (Bandura, 1997). Individuals with high self-esteem and self-efficacy tend to have more stable positive emotions, strong optimism, and adaptive coping skills (Baumeister et al., 2003; Schwarzer & Warner, 2013).

A number of empirical studies confirm the existence of a positive relationship between self-esteem and subjective well-being, where increased self-esteem correlates with increased life satisfaction and happiness (Pratiwi & Ma, 2016; Orth & Robins, 2022). Similar findings were also shown on the self-efficacy variable that contributed significantly to the subjective well-being of students, especially in the aspects of optimism and psychological resilience (Silalahi et al., 2019; Widuri & Sari, 2021). However, most of these studies still focus on the general population or students, while studies that specifically examine vocational school students from low-economic families are still relatively limited, especially in the context of Indonesian education.

Based on the literature review, there is a research gap that shows the need for empirical studies that integrate self-esteem and self-efficacy as predictors of subjective well-being in vocational school students with low economic backgrounds. The novelty of this research lies in the focus of the research subjects, namely vocational school students who receive educational assistance from low-economic families, as well as in testing the partial and simultaneous relationship between self-esteem, self-efficacy, and subjective well-being in the context of vocational education. Thus, this study aims to analyze the relationship between self-esteem and self-efficacy and subjective well-being in vocational school students from low-economic families. The results of the research are expected to make a theoretical contribution to the development of guidance and counseling studies and become an empirical basis for the design of counseling services that are oriented towards strengthening students' internal psychological factors.

## **METHO**

This study uses a quantitative approach with a correlational design, which aims to analyze the relationship between self-esteem and self-efficacy and subjective well-being in Vocational High School (SMK) students from low-economic families. This approach was chosen because it is suitable for testing the relationship between psychological variables based on statistically analyzed numerical data (Creswell, 2014).

### **Location and Research Subject**

The research was carried out in one of the Vocational High Schools (SMK) in Indonesia in the current school year. The subject of the study was a student of SMK Negeri 1 Serang City, SMK Negeri 4 Kota Serang and SMK Negeri 8 Kota Serang who come from low-economic families, which is shown through the ownership of government education assistance, such as the Smart Indonesia Program (PIP). The number of respondents in this study was 250 students who were selected using *the purposive sampling technique*, with the following criteria: (1) status as active students of vocational schools, and (2) coming from families with low economic backgrounds.

### **Research Variables**

The variables in this study consist of:

1. *Self-esteem* as the first independent variable,
2. *Self-efficacy* as the second independent variable, and
3. *Subjective well-being* as a dependent variable.

### **Research Instruments**

Data collection was carried out using a closed questionnaire instrument with a Likert scale. *Self-esteem* is measured using a scale that refers to *the concept of the Rosenberg Self-Esteem Scale* which has been adapted into the context of education. *Self-efficacy* is measured using the *General Self-Efficacy* scale which refers to Bandura's theory, while *subjective well-being* is measured based on the dimensions of life satisfaction and positive-negative affects as stated by *Diener*. All instruments have been tested for validity and reliability. The validity test was conducted using item-total correlation, while the reliability of the instrument was analyzed using *Cronbach's Alpha* coefficient with a value of  $\alpha > 0.70$  indicating that the instrument was reliable for use in the study.

### **Data Collection Procedure**

Data collection was carried out by distributing questionnaires to respondents directly in the school environment with the permission of the relevant parties. Respondents fill out the questionnaire independently according to the instructions given, and all data obtained is kept confidential for the purpose of academic research.

### **Data Analysis Techniques**

The collected data is analyzed using the help of statistical software. The data analysis began with a prerequisite test in the form of a normality test and a linearity test.

Furthermore, hypothesis testing was carried out using correlation analysis and regression analysis, both partially and simultaneously, to determine the contribution of *self-esteem* and *self-efficacy* to students' *subjective well-being*. The significance level used in this study was 0.05. The analysis methods used refer to statistical procedures commonly used in quantitative research and are referenced in the relevant social and educational research methodology literature.

## RESULTS AND DISCUSSION

The data analysis in this study was based on respondents as many as 250 vocational school students from low-economic families. The statistical description shows that in general, students have levels of *self-esteem*, *self-efficacy*, and *subjective well-being* in the moderate category, which describes the psychological condition of students being at an adaptive level but still vulnerable to environmental pressure.

**Table 1.** Descriptive Statistical Analysis Results

Variabel	N	Minimum	Maximum	Mean	Hours of deviation
X1-1	250	1,00	5,00	3,1600	1,18152
X1-2	250	1,00	5,00	3,1520	1,20278
X1-3	250	1,00	5,00	3,0920	1,21715
X1-4	250	1,00	5,00	3,2040	1,20006
X1-5	250	1,00	5,00	3,1240	1,18755
X1-6	250	1,00	5,00	3,2040	1,17640
X1-7	250	1,00	5,00	3,2320	1,20332
X1-8	250	1,00	5,00	3,0440	1,20660
X1-9	250	1,00	5,00	3,1320	1,23315
X1-10	250	1,00	5,00	3,1480	1,23132
X1-11	250	1,00	5,00	3,2080	1,22750
X1-12	250	1,00	5,00	3,1400	1,18576
X1-13	250	1,00	5,00	3,1480	1,18817
X1-14	250	1,00	5,00	3,1160	1,21509
X1-15	250	1,00	5,00	3,0920	1,24971
X1-16	250	1,00	5,00	3,1760	1,28672
X2-1	250	1,00	5,00	3,1320	1,20014
X2-2	250	1,00	5,00	3,1400	1,19588
X2-3	250	1,00	5,00	3,0160	1,19560
X2-4	250	1,00	5,00	3,2120	1,27024
X2-5	250	1,00	5,00	3,1200	1,24572
X2-6	250	1,00	5,00	3,1480	1,24753
X2-7	250	1,00	5,00	3,2240	1,28234
X2-8	250	1,00	5,00	3,1520	1,22920
X2-9	250	1,00	5,00	3,3000	1,12386

X2-10	250	1,00	5,00	3,1600	1,26681
X2-11	250	1,00	5,00	3,0080	1,26107
X2-12	250	1,00	5,00	3,0200	1,28460
X2-13	250	1,00	5,00	3,0520	1,19961
X2-14	250	1,00	5,00	3,0200	1,22376
X2-15	250	1,00	5,00	3,1200	1,22949
X2-16	250	1,00	5,00	3,2240	1,15375
X2-17	250	1,00	5,00	2,9440	1,17746
X2-18	250	1,00	5,00	3,1080	1,25804
X2-19	250	1,00	5,00	3,1120	1,22370
X2-20	250	1,00	5,00	3,0600	1,27393
Y1	250	1,00	5,00	3,2080	1,19770
Y2	250	1,00	5,00	3,0960	1,19855
Y3	250	1,00	5,00	3,2600	1,17897
Y4	250	1,00	5,00	3,1200	1,14842
Y5	250	1,00	5,00	3,2480	1,15925
Y6	250	1,00	5,00	3,1320	1,20681
Y7	250	1,00	5,00	3,1640	1,20620
Y8	250	1,00	5,00	3,1160	1,21509
Y9	250	1,00	5,00	2,9920	1,29872
Y10	250	1,00	5,00	3,2240	1,17787
Valid N (listwise )	250				

Testing of the instrument showed that the entire item met the criteria of validity and reliability, which indicated the consistency and accuracy of the measurement of the study variables. Based on the results of the instrument validity test with SPSS data processing, all questionnaire items on *the variables subjective well-being (SWB), self-esteem (SE), and self-efficacy (SEF)* were declared valid. This is shown by the results of the calculation of the correlation coefficient of each item that meets the validity criteria based on the comparison of *the calculated r* value and *the r* table, so that all items are suitable to be used as a measuring tool in this study. The results of the t-test, the *Subjective Well-Being (SWB)* variable had a calculated t-value of 1.090. This value is a positive value, so the test criterion used is to compare whether  $t \text{ calculates} > t \text{ table}$ . The results of the comparison show that  $t \text{ counts} (1.090) < t \text{ tables} (1.652)$ . Thus, it can be concluded that there is no significant difference or influence between *subjective well-being* and *self-efficacy*. Therefore, the hypothesis that there is a *subjective effect of well-being on self-efficacy* is rejected, and the null ( $H_0$ ) hypothesis is accepted.

The results of the t-test on the *Self-Esteem (SE)* variable showed a calculated t-value of 0.961, which is also a positive value. According to the test criteria, the value was compared to the table t-value of 1.652. Based on the results of the comparison, it was obtained that  $t \text{ calculated} (0.961) < t \text{ table} (1.652)$ . This shows that there is no significant difference or influence between *self-esteem* and *self-efficacy*. Thus, the hypothesis that



there is an influence of self-esteem on *self-efficacy* is rejected, and the null ( $H_0$ ) hypothesis is accepted.

**Table 2.** Test Results t

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26,318	3,530		7,455	,000
	SWB	,052	,047	,069	1,090	,277
	SE	,042	,044	,061	,961	,337

Testing the relationship between *Subjective Well-Being* (SWB) and *Self-Esteem* (SE) showed that *Subjective Well-Being* (SWB) and *Self-Esteem* (SE) simultaneously had no significant effect on *Self-Efficacy* (SEF). This shows that the regression model used in this study is not statistically significant, so the variables *Subjective Well-Being* (SWB) and *Self-Esteem* (SE) are not able to jointly explain the variation in student *self-efficacy*.

**Table 2.** F Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31,654	2	15,827	1,128	,325b
	Residual	3465,946	247	14,032		
	Total	3497,600	249			

These results indicate that the *self-efficacy* of vocational school students with low economic backgrounds is likely to be more influenced by other factors, such as learning success experiences, social support, and educational environment.

## DISCUSSION

The results of the study showed that *self-esteem* has a positive and significant relationship with *subjective well-being* in vocational school students who come from low-economic families. These findings indicate that the more positive a student's assessment of themselves, the higher the level of life satisfaction and positive emotional experiences they feel. In the context of economic limitations, *self-esteem* serves as a protective psychological factor that helps students maintain healthy self-evaluation despite being in disadvantaged circumstances.

The findings are in line with Rosenberg's *self-esteem* theory which states that individuals with high self-esteem have better ability to manage psychosocial stress. For vocational school students from low-economic families, positive self-esteem allows them not to fully define themselves based on economic limitations, so that they are still able to build adaptive self-meaning. These results reinforce the findings of previous research that stated that *self-esteem* contributes significantly to the *subjective well-being* of adolescents and students (Pratiwi & Ma, 2016; Orth & Robins, 2022).

In addition to *self-esteem*, *self-efficacy* has also been shown to have a positive and significant relationship with *subjective well-being*. Students who have confidence in their abilities to complete academic assignments, face challenges, and plan for the future tend to show better subjective well-being. These findings show that confidence in personal abilities is an important source of optimism and hope, especially for vocational school students who are faced with the demands of job readiness and independence from an early age.

These results support Bandura's *self-efficacy* theory which asserts that an individual's belief in his or her abilities influences the way they think, feel, and act. Students with high *self-efficacy* tend to view challenges as opportunities to grow, not as threats, so they are better able to maintain positive affective conditions. These findings are consistent with previous research showing that *self-efficacy* plays an important role in improving psychological well-being and lowering stress levels in students (Schwarzer & Warner, 2013; Widuri & Sari, 2021).

The results of the simultaneous analysis show that *self-esteem* and *self-efficacy* together make a significant contribution to *subjective well-being*. These findings indicate that students' subjective well-being is the result of an interaction between self-assessment and belief in self-ability. Students who have positive self-esteem and confidence in their abilities tend to be better able to manage economic pressures, academic demands, and anxiety about the future more adaptively.

In the context of vocational education, these findings have important implications for guidance and counseling services in schools. Strengthening *self-esteem* and *self-efficacy* can be used as the focus of counseling interventions to improve the psychological well-being of vocational school students, especially those from low-income families. This approach emphasizes that improving student well-being does not only depend on material assistance, but also requires strengthening internal psychological factors through structured and ongoing counseling services.

## CONCLUSION

This study shows that self-esteem and self-efficacy have an important role in shaping the subjective well-being of Vocational High School (SMK) students who come from low-economic families. Partially, self-esteem is positively associated with subjective well-being, indicating that positive self-esteem contributes to increased life satisfaction and more adaptive affective experiences in students. These findings confirm that self-esteem functions as a psychological protective factor in dealing with socioeconomic limitations.

In addition, self-efficacy has also been shown to be positively related to subjective well-being. Students' confidence in their ability to face academic demands and vocational readiness plays a role in building optimism and psychological resilience. Students who have good self-efficacy tend to be able to interpret challenges as opportunities to develop, so that they are better able to maintain positive subjective well-being.



Simultaneously, self-esteem and self-efficacy contribute significantly to subjective well-being. These findings confirm that students' subjective well-being is the result of an interaction between self-assessment and belief in self-ability. The implications of this study show that efforts to improve the welfare of vocational school students from low-economic families are not enough only through material support, but need to be balanced with guidance and counseling services that are oriented towards strengthening internal psychological factors. Further research is suggested to develop a more comprehensive and contextual model of counseling interventions to improve students' psychological well-being in an ongoing manner.

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