

# DOES FRIENDSHIP MEDIATE THE EFFECT OF EMOTION REGULATION ON TEACHERS' SUBJECTIVE WELL BEING? SEM ANALYSIS

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## Abstract

Low subjective well-being tends to underestimate their life. The purpose of this study was to determine the effect of emotional regulation on the subjective well-being of honorary RA teachers through friendship as a mediator. Quantitative research method. Sample of 288 teachers. Data collection instrument questionnaire. Data analysis using SEM PLS 4. Research results (1) Emotional regulation affects teachers' subjective well-being. (2) Friendship affects teachers' subjective well-being. (3) Friendship mediates the effect of emotional regulation on teachers' subjective well-being.

**Keywords:** *Friendship; Teacher; Emotional Regulation; Subjective Well Being.*

## A. INTRODUCTION

*Subjective well being* is a person's level of assessing the quality of his life as something expected and feeling pleasant emotions. Subjective well being is an individual's positive evaluation of his life so that the individual will feel life satisfaction because he feels more pleasant emotions than unpleasant emotions.<sup>1</sup> Individuals with low subjective well-being tend to underestimate their lives and view events that occur as something unpleasant, which gives rise to unpleasant emotions such as anxiety, depression and anger.<sup>2</sup> Meanwhile, people with high subjective well-being have a deep sense of happiness and satisfaction in front of their family or close friends. Eneng Nurlaili Wangi and Farras Rizky Annisaa define subjective well-being as a person's cognitive and affective evaluation of their life..<sup>3</sup> This evaluation includes an emotional assessment of various events experienced which is in line with a cognitive assessment of satisfaction and fulfillment of needs.

The benefits of someone having high subjective well being can reduce the risk of death and increase creativity. Individuals who feel that they are happy will find it easier to help others, establish social relationships, be productive in a field of work, and successfully control and master every change in life.<sup>4</sup> Meanwhile, Amanah explains that someone with better subjective well-being is able to have life success and existing success, which is part of a greater sense of well-being.<sup>5</sup> *Subjective well being* also applies to teachers who are also part of the individual. Teachers are a profession that is often referred to as unsung heroes. It is seen that teachers have produced successful people in the world even though they did not succeed themselves. But not many want to have a profession as a teacher. Limited access to education, the number of teachers that is not evenly distributed, the quality of teachers that is still lacking, and the welfare of teachers that has not been guaranteed are prominent problems in the world of education<sup>6</sup>.

The profession of school teachers is included in the State Civil Apparatus (ASN), but not all teachers have ASN status. Based on the regulations written in Law No. 74 of 2008, a teacher's workload includes the main activities of planning learning, implementing learning, assessing learning outcomes, guiding, and training students and carrying out additional tasks. The workload is carried out for at least 30 working hours and 24 face-to-face hours in one week at one or more educational institutions that have received permission to establish from the Government. The large demands and workload are in reality not comparable to the income or salary of teachers, especially honorary teachers who are minimal. This is certainly an obstacle for teachers in carrying out their duties, not infrequently this becomes an obstacle to teacher performance in carrying out their duties because it is not

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for teachers because the fate of honorary teachers depends on the principal's policy. In addition, internal conflicts experienced by teachers such as lack of enthusiasm, motivation, self-confidence, limited knowledge, emotions and so on also hinder the teacher's duties. In addition, the role of people around the teacher also has a big influence, such as support from partners, coworkers, the social environment, and so on, which also hinder the teacher's duties.

In addition to income, teaching workload has a significant effect on teachers' subjective well-being. Excessive teaching workload can increase stress and tension levels.<sup>7</sup> Teachers must make additional efforts to ensure that the learning environment remains enjoyable and undisturbed. Teachers have a responsibility to encourage learning to ensure the highest level of education for students. They receive low salaries with teaching hours reaching 24 hours per week, this is considered disappointing because the number of teaching hours with the allowance received is not commensurate while they have to contribute to the family income. In addition, teachers are also unable to face the demands of the independent curriculum because their pedagogical abilities are not ready to implement differentiated learning. Another thing that was conveyed was that teachers felt uncomfortable working because of poor family conditions, they had to finish housework before going to work because they only lived with their husband and children. She felt very tired and did not get appreciation from her husband even though she had completed housework to contribute to the family income, as a result she was unable and developed a career in her work. This shows that teachers experience low subjective well-being.

Teachers, especially honorary RA teachers, face tough challenges in teaching early childhood children. They must manage a complex learning system, deal with the uniqueness of each student, and motivate students to learn according to their developmental stage. As is known, early childhood is children who are experiencing their active period. With diverse behaviors and diverse characters. So RA teachers must also be able to understand and overcome every uniqueness possessed by early childhood children. The many demands of work, low income, plus the lack of support from those closest to them cause teachers to feel frustrated and uncontrolled emotions.

Emotions experienced by teachers can affect teaching performance. Teachers who are impatient and cannot manage and regulate their emotions well will experience decreased performance in teaching students, especially early childhood. Teachers who are able to manage and regulate their emotions well can reduce negative effects such as stress, sadness, depression, bad mood, thereby improving their quality of life and teaching performance. The ability to regulate emotions can also improve subjective well-being because it can reduce emotional stress and increase happiness. Emotional regulation is a process that influences a person's emotions, this process can also help individuals to express and reveal their emotions, emotional regulation helps individuals to control their emotions.<sup>8</sup> Gross in Dwi Kencana Wulan & Nurmala Sari defines emotional regulation as the way individuals influence the emotions they have, when they feel them and how they experience or express emotions.

That<sup>9</sup>. Emotional regulation is one of the factors that influences subjective well-being. *being*. From the results of the teacher interviews, they stated that they felt work fatigue both physically and psychologically. When experiencing fatigue, it will affect their emotions and performance in teaching and affect their physical condition such as experiencing dizziness. When they feel tired, they tend to stay away from the surrounding environment and sources that provoke negative emotions. However, these negative emotions are sometimes unavoidable. It was found that teachers are less able to control their emotions, as indicated by the behavior of shouting and scolding students who are difficult to control. Especially when they have a lot of work, their feelings become more sensitive so that they are easily provoked by emotions. Because they are prone to stress, having high subjective well-being in honorary RA teachers is very important. The results of research conducted by Shisilia & Oktaviana show that emotional regulation affects the subjective well-being of teachers.<sup>10</sup>

In addition, another thing that also influences subjective well-being is the relationship with the people around. This includes partners, family, friends and the environment. The friendships that teachers build have a lot of positive contributions to the subjective well-being of teachers. Friendship is a relationship where two people spend time together, interact in various situations, and are also emotional.<sup>11</sup> Meanwhile, according to Santrock, friendship is defined as a form of close relationship that will involve pleasure, trust, acceptance, respect, helping each other, telling secrets, understanding, and spontaneity. Meanwhile, Bukowski, Hoza and Boivin in Soekoto describe quality friendships as being characterized by togetherness, minimal conflict, helping each other, creating a sense of security, and a feeling of attachment. If an individual is able to establish a quality friendship, they will feel the closeness, support, and loyalty that comes from their best friends.<sup>12</sup>

This is in accordance with the short interview conducted by the researcher with teachers who teach in the researcher's school environment. That they are very helped and motivated when they have friends who support them in carrying out their duties at school. In addition, the presence of friends can also reduce the burden of stress experienced by them because it can be a place to exchange ideas, share and complain. Research conducted by Yustica shows that friendship has an effect on subjective well-being with the most influential factor being whether or not friends help them when they are not hesitating to provide support when experiencing problems, being good friends

and being treated well. This shows that the higher the friendship relationship, the higher the subjective well-being of the individual.<sup>13</sup> This is also in line with research conducted by Abidin and Borualogo that friendship has an influence on subjective well-being by being treated well and receiving full support when facing problems, thus increasing subjective well-being.<sup>14</sup> Thus, individuals with high quality friendships with their best friends tend to have low levels of stress with loneliness as a mediator of both.

Thus, it can be concluded that high subjective well-being of teachers through the ability to regulate good emotions will make it easy for teachers to overcome every problem they face, have loyalty and discipline in their work and have positive relationships with friends so that the work environment becomes more harmonious. This is what underlies researchers to find out and further analyze the influence of emotional regulation on subjective well-being through friendship as a mediator variable for honorary RA teachers. In addition, there has been no other research that specifically discusses the above variables. On the other hand, research related to subjective well-being is generally carried out through qualitative research while quantitative research through emotional regulation variables with friendship as a mediator has not been found in various journals and other references. Of course, this opens up a great opportunity for researchers to be able to conduct research in detail and in detail. This study aims to analyze the role of friendship as a mediator in the influence of emotional regulation on the subjective well-being of honorary RA teachers.

## B. RESEARCH METHODS

This study uses quantitative methods. The sample was 288 honorary RA teachers. The sampling technique was purposive sampling. The analysis technique used was SEM or Structural Equation Modeling which was operated through the Smart PLS program version 4.0 PLS (Partial Least Square).

## C. RESEARCH RESULTS AND DISCUSSION

Based on the results of the research analysis on the role of friendship in mediating the influence of emotional regulation on teachers' subjective well-being, the following are:

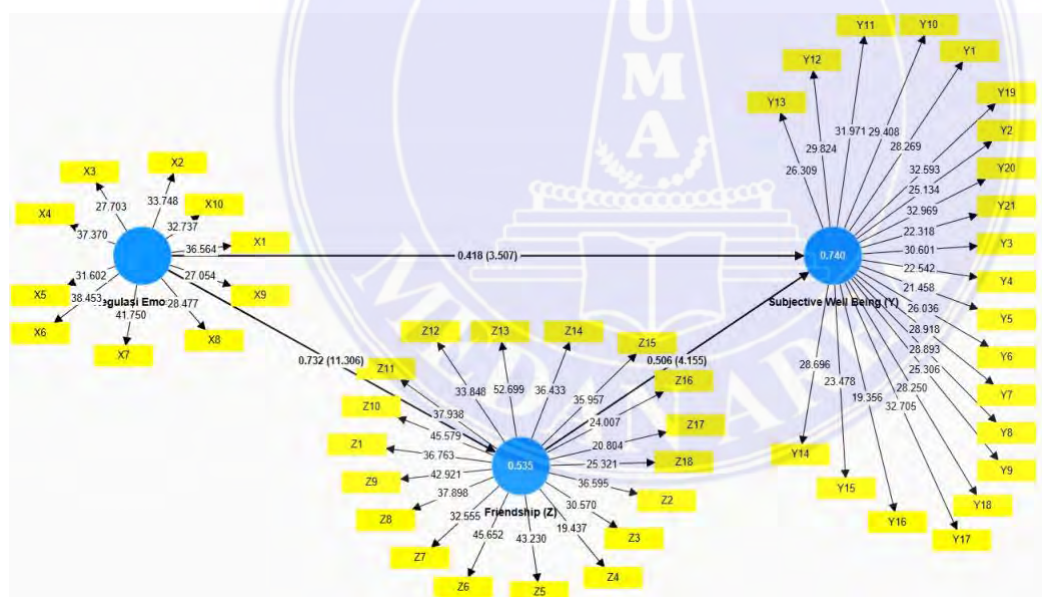


Figure 1 T-Statistics & Path Coefficient Structural Model

Based on the Path Coefficient structural model above, it can be seen in the following table:

Table 1 Path Coefficient Test, Significance of Direct and Indirect Influence

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values	R-Squares	Q-Squares	SRMR
Regulation Emotion (X) -> Friendship (Z)	0.732	0.728	0.065	11,306	0.000	0.535	0.379	
Regulation Emotion (X) -> Subjective Well Being (Y)	0.418	0.414	0.119	3,507	0.000			



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Subjective Well Being (Y)				0.74	0.457	
Friendship (Z)						0.065
-> Subjective Well Being (Y)	0.506	0.512	0.122	4.155	0.000	
Emotion Regulation (X) -> Friendship (Z)	0.370	0.373	0.097	3,817	0.000	
-> Subjective Well Being (Y)						

Based on the results of the research analysis in the image and table above, it can be explained as follows:

**1. The Influence of Emotional Regulation on Teachers' Subjective Well Being**

Emotional regulation has an effect on the subjective well-being of honorary RA teachers with a coefficient value of 0.418 and is significant with T-Statistics  $3.507 > 1.96$  and P-Values  $0.000 < 0.05$  or in other words it can be stated that the hypothesis is accepted with an effect of 74%. Emotional regulation is the ability to maintain positive thoughts and behaviors and avoid negative thoughts such as anger or sadness when faced with difficulties and stress. Thus, emotional regulation can be seen as a way to think positively and manage negative emotions when facing learning challenges. Furthermore, emotional regulation is a process that influences one's emotions. This process also helps individuals to express and clarify their feelings. Emotional regulation helps individuals control their emotions. People who are less able to regulate their emotions will have difficulty in making decisions, re-evaluating, and expressing appropriate emotions. This ability to control emotions can be useful in certain situations. A person can control their emotions before taking any action in life.

RA teachers are one of the characters of teachers who teach at a low level. One of the important milestones of education is starting from the bottom. So, the job of an RA teacher is not an easy job. This is because teaching early childhood requires special talents and skills that are different from teaching older children. All teachers, including RA teachers, must have the competencies as stipulated in the regulations and legislation. Teachers are professional educators whose main task is to teach, guide, direct, teach, train, and evaluate students in early childhood education through formal education, Elementary and Secondary Education<sup>15</sup> High demands and workloads on RA teachers can cause teachers to lose control of their emotions. Therefore, RA teachers must be able to control and regulate their emotions so that they remain useful and stable, this is called emotional regulation. According to Prastisi in Mariyati, individuals who have the right emotional regulation strategies can influence the balance of positive and negative emotions, so that individuals can manage various events in life better and will be able to feel satisfied with it. Conversely, anxiety and depression increase in people with inadequate or low emotional regulation strategies<sup>16</sup>. Thus, good emotional regulation of honorary RA teachers has a significant influence on the subjective well-being of teachers so that becoming a teacher is no longer due to coercion but more on the level of happiness in carrying out their profession.

**2. The Influence of Friendship on Teachers' Subjective Well Being**

Friendship (friendship) has a positive effect on the subjective well-being of honorary RA teachers with a coefficient value of 0.506 and is significant with T-Statistics  $4.155 > 1.96$  and P-Values  $0.000 < 0.05$ . As a person grows up, he or she will learn from friends about various things such as how to be responsible, how to find a job or career, how to find people to talk to and ask questions. As time goes by, especially as one gets older, one will learn how to deal with the ups and downs of life. In that position, friends can be a source of encouragement to face a complex life. Friendship is the key to success in all areas of life. Friends can also help someone find their purpose in life. In life, friendship teaches someone to forgive, laugh and talk. The basic elements of any relationship, be it a marriage relationship or a work relationship, are all found in friendship. Through friends, people learn how to get along with others, even though sometimes friends disagree with them on some issues or conditions. In friendship, a person not only communicates but also learns from each other. Friends not only help you get out of your comfort zone but also give you space to be yourself.

One of the unnoticed benefits of friendship is that it helps keep the mind and body strong. Strong friendships can have a positive impact on health. Friends can help a person manage stress, make better lifestyle choices, stay stronger, and recover more quickly from the problems they are facing. Friendships are also important for a person's mental health. Spending time with positive friends actually improves a person's attitude. This is based on several studies that have revealed that good friendships contribute to an individual's well-being, which is self-esteem, life satisfaction, reduced loneliness, and lower levels of depression.<sup>17</sup>

The influence of friendship on subjective well-being of honorary RA teachers in Langkat Regency in this study is contrary to the results of research conducted by Jasman and Prsetya where the findings of their research showed that there was no significant relationship between peer social support and subjective well-being in street children in Jayapura City. This is because close relationships with peers do not always go well. The emergence of conflict between peers can really cause hostility, disputes, rejection, misunderstandings, and feelings of being hurt by one of their friends or best friends, thus causing negative feelings for individuals which can cause subjective well-being to not be good.<sup>18</sup>

One of the factors that is quite influential is social support, and this social support can come from friends. Social support is the help given by others in dealing with problems and demands of life changes. Close relationships with others make a person feel loved and have someone who supports them, be it a close friend or a coworker. Problematic relationships and support may come from close friends or colleagues who can help someone when they are in trouble. Individuals depend on others in all aspects of life, including advice and help with problem solving.

Friendship is one of the most important aspects of human life. True friendship provides invaluable emotional support, happiness, and a sense of belonging. Being with good friends allows one to share joys and sorrows, learn different perspectives, and grow as an individual. But friendship also requires effort and commitment. Like any relationship, friendship requires honest communication, trust, and mutual respect. Conflicts and misunderstandings will arise, but how friends resolve them and learn from them is key to strengthening their relationship. In essence, a healthy friendship is a balance of giving, supporting, being supported, and growing together. When one is surrounded by good friends, life's challenges become easier and life becomes happier.

### **3. Friendship As a Mediator in the Influence of Emotional Regulation on Teachers' Subjective Well Being**

The third hypothesis of this study states that there is a role of friendship as a mediator in the relationship between emotional regulation and subjective well-being of honorary RA teachers. Based on the results of the study through hypothesis testing, it was obtained that friendship plays a positive role as a mediator in the relationship between emotional regulation and subjective well-being of honorary RA teachers with T-Statistics  $3.817 > 1.96$  and P-Values  $0.000 < 0.05$ . Emotional regulation and friendship are able to explain or influence subjective well-being by 74%. While the indirect effect of emotional regulation through friendship as a mediator on subjective well-being of honorary RA teachers is 0.370 or 37%.

*Subjective well being* in a person is an important part of a person's life and life. Everyone has their own way of trying to find and find their well-being. A person's efforts to find the spirit of life are to be able to live happily. Subjective well-being is closely related to a person's happiness in life. Happiness in life is a subjective view of the whole life that they experience themselves. Many people are willing to spend a lot of time and energy to achieve satisfaction in their lives. Therefore, subjective well-being is an effort by individuals to evaluate their lives, which involves two components, namely cognitive and affective.

*Subjective well being* high levels are characterized by a cognitive assessment of high life satisfaction and affective appraisals of high positive affect and low negative affect. Subjective well-being is a broad concept that refers to an individual's evaluation of their life and emotional experiences and represents a combination of high life satisfaction, high positive affect, and low negative affect. People with high subjective well-being are better able to regulate their emotions and cope with problems. On the other hand, people with low subjective well-being often perceive their lives as unhappy and filled with negative thoughts and feelings, which can lead to anxiety, anger, and even the risk of depression<sup>19</sup>. A person's ability to manage emotions well is one of the factors that comes from within a person so that it will have a positive impact on self-assessment and life. Therefore, the better the emotional regulation of a person including a teacher, the better the subjective well-being of a teacher. Teaching is a noble profession that has the obligation and responsibility to educate, train, care for, transfer knowledge and evaluate the child's learning process. The great responsibility of a teacher requires special skills, especially in the field of early childhood education. It is not easy to work with a lot of pressure, relatively long working hours and low income. Most RA teachers are women who also work as housewives. A woman who plays a dual role as a mother, wife and professional. Each role has its own requirements. This condition often expects women to be able to deal with problems in their own way.

When a RA teacher is able to manage emotions well, subjective well-being will also improve, especially when supported by good friendships between fellow RA teachers and close friends outside the teaching profession. The benefits of having good friends in life include increased emotional well-being, support in dealing with stress and challenges, a stronger sense of connectedness, and reduced feelings of loneliness. Friends also help a person build and maintain healthy relationships that improve a person's mental and physical health. Overall, friends play



an important role in improving emotional well-being. They can offer emotional support, help manage stress, and offer valuable perspectives and advice. Healthy relationships with friends can also help a person feel more connected and less lonely, which can improve their emotional well-being. Therefore, it is important to value and maintain relationships with friends. Through good friendships, a person's ability to manage or control emotions will increase, and the better the emotional condition, the more positive the impact on self-assessment or subjective well-being will be.

## D. CONCLUSION

This research concludes that Friendship mediates the influence of emotional regulation on subjective well-being of honorary RA teachers. The better the friendship relationship between a teacher and his/her friend, the better the psychological condition will be so that he/she is more able to manage emotions, and his/her ability to manage emotions well will affect his/her subjective assessment of himself/herself.

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