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The Effect of Self-Efficacy on Academic Resilience through Subjective Well-Being as a Mediator Variable in Public High School Students in Tarakan City

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A B S T R A C T

High school students encounter increasing academic demands that require not only strong academic competence but also psychological resources to adapt and persist in learning. Self-efficacy has been recognized as an important predictor of academic resilience; however, the mediating role of subjective well-being in this relationship remains inconclusive. This study aimed to examine the direct effect of self-efficacy on academic resilience and to investigate whether subjective well-being mediates this relationship among senior high school students in Tarakan City. This study employed a quantitative explanatory design involving 367 senior high school students selected through purposive random sampling from a population of 4,422 students. Data were collected using validated self-efficacy, subjective well-being, and academic resilience scales and analyzed using path analysis and the Sobel test. The findings revealed that self-efficacy significantly predicted both subjective well-being and academic resilience, while subjective well-being also had a significant positive effect on academic resilience. However, subjective well-being did not significantly mediate the relationship between self-efficacy and academic resilience. These findings indicate that self-efficacy contributes directly to strengthening students' academic resilience, whereas subjective well-being functions as an independent psychological factor rather than a mediating mechanism. This study provides empirical evidence that can inform the development of school-based interventions aimed at enhancing students' resilience through the improvement of self-efficacy.

1. Introduction

High school students encounter increasingly complex academic demands that require not only cognitive competence but also psychological resources to adapt and succeed in learning. Besides completing assignments, participating in

classroom activities, and achieving academic targets, students are expected to cope with various social and emotional challenges. In the current era of the demographic bonus, these demands highlight the importance of developing resilience among students. Developing students' academic resilience has become one of the major priorities in education because resilience enables students to adapt successfully to academic challenges and maintain learning engagement despite adversity (Cassidy, 2015). Students with high resilience are more capable of maintaining positive behavior under pressure, recovering from setbacks, and reducing the risk of psychological problems such as depression. Furthermore, Reivich and Shatte, cited in Rahmadani and Daulay (2023), argue that resilience enables students to recognize their potential, gain meaningful life experiences, and develop clearer educational and personal goals.

Academic resilience refers specifically to students' ability to adapt, persist, and recover from setbacks encountered during the learning process. Students regularly face academic pressure resulting from assignments, examinations, classroom participation, and performance expectations, which may lead to academic stress if not effectively managed (Pramesta & Dewi, 2021). However, students differ in their ability to respond to these challenges. Fany et al. (2023) explain that students who successfully adapt to difficult academic situations demonstrate resilience, while Rosana et al. (2023) identify this capability as academic resilience. Cassidy (2015), cited in Murtiningrum and Pedhu (2021), defines academic resilience as an individual's ability to survive, adapt, and recover from academic obstacles and failures. Recent evidence also indicates that self-efficacy and resilience jointly contribute to students' ability to cope with learning difficulties and reduce the negative impact of learning loss, emphasizing the importance of strengthening these psychological resources in educational settings (Surtika et al., 2024).

Previous studies consistently demonstrate the importance of academic resilience in educational settings. Students with high academic resilience tend to solve problems independently, remain optimistic when facing obstacles, seek assistance appropriately, and maintain learning motivation despite adversity (Rosana et al., 2023). Similarly, Rahmadani and Daulay (2023) reported that resilience contributes to greater learning interest, self-esteem, and satisfaction with the learning process. Despite these benefits, academic resilience is not a stable characteristic. Rahmadani and Daulay (2023) explain that resilience may decline because of weak emotional regulation and impulse control, conditions commonly experienced during adolescence. Since adolescence is characterized by rapid physical, emotional, cognitive, and social development, high school students are particularly vulnerable to fluctuations in their ability to manage academic pressure. Santrock (2003) describes adolescence as occurring between the ages of 12 and 23 years, while Permendikdasmen Number 03 of 2025 states that senior high school students are generally between 16 and 21 years old. Consequently, senior high school students require strong psychological resources to successfully manage increasingly demanding academic environments.

This situation is also evident among senior high school students in Tarakan City. Although they experience academic demands similar to students in other regions,

not all students are able to adapt effectively. Based on interviews conducted with Guidance and Counseling teachers in April 2025, several students reported giving up easily during learning, feeling discouraged when encountering difficulties, doubting their own abilities, and avoiding academic responsibilities. These findings indicate psychological conditions that may hinder academic success and increase vulnerability to academic stress. Therefore, identifying factors that strengthen students' academic resilience is essential.

One psychological factor frequently associated with academic resilience is self-efficacy. Oktaningrum and Santhoso (2019) found that academic self-efficacy contributes significantly to the development of academic resilience. (Martin & Marsh, 2006) further explain this relationship through the 5C model of academic resilience, consisting of control, confidence, coordination, composure, and commitment, in which confidence reflects students' beliefs in their own abilities. Similarly, Reivich and Shatte, cited in Murtiningrum and Pedhu (2021), identify self-efficacy as one of the fundamental components of resilience, together with emotion regulation, impulse control, optimism, empathy, problem-cause analysis, and reaching out. These findings indicate that students' confidence in their capabilities plays an essential role in enabling them to overcome academic challenges.

(Bandura, 1997) defines self-efficacy as an individual's belief in his or her capability to organize and execute actions required to achieve desired outcomes. Within educational settings, academic self-efficacy reflects students' confidence in completing learning tasks successfully. Students with high self-efficacy generally set challenging goals, persist in overcoming obstacles, and maintain positive expectations regarding their academic performance (Prawitasari & Antika, 2022). In contrast, students with low self-efficacy tend to perceive academic challenges as threats and are more likely to withdraw when encountering difficulties (Pramesta & Dewi, 2021). This finding is consistent with recent evidence showing that self-efficacy significantly supports students' adjustment and adaptation to new academic environments, indicating that confidence in one's own abilities is an important psychological resource for successful learning (Rosiana et al., 2026).

Another psychological factor related to students' adaptation is subjective well-being. Studies have shown that lower academic stress is associated with higher subjective well-being among students (Manullang & Ambarita, 2024). Subjective well-being also enhances students' motivation, learning engagement, and overall mental health (Himawati, 2022), whereas poor subjective well-being contributes to anxiety, fear of academic demands, and lower expectations of academic success (Steinmayr et al., 2016). Moreover, enjoyable learning experiences and positive problem-solving abilities contribute to better subjective well-being (Surya & Rofiq, 2021). Aggitama and Hardiansyah (2023) further reported a positive relationship between self-efficacy and subjective well-being, suggesting that students with stronger confidence in their abilities also experience greater psychological well-being. Likewise, a recent systematic review identified self-efficacy and resilience as two of the most consistent predictors of psychological well-being, suggesting

that positive psychological functioning is strongly influenced by students' internal psychological resources (Kristiyana et al., 2026).

Although previous studies have extensively examined the relationships between self-efficacy and academic resilience as well as between self-efficacy and subjective well-being, empirical evidence regarding the mediating role of subjective well-being in the relationship between self-efficacy and academic resilience remains limited, particularly among senior high school students in Tarakan City. Most previous studies have focused only on direct relationships between variables, leaving the underlying psychological mechanism insufficiently explored. Recent studies have mainly investigated direct relationships involving self-efficacy, resilience, psychological adjustment, and mental health, while studies examining subjective well-being as a mediating mechanism in explaining academic resilience remain scarce (Yahya et al., 2026). Addressing this gap is important to better understand how psychological resources contribute to students' ability to cope with academic challenges.

Therefore, this study aims to examine the direct effect of self-efficacy on academic resilience, the effect of self-efficacy on subjective well-being, the effect of subjective well-being on academic resilience, and the mediating role of subjective well-being in the relationship between self-efficacy and academic resilience among senior high school students in Tarakan City. The findings are expected to enrich the literature on educational psychology and provide empirical evidence that can assist Guidance and Counseling teachers in designing intervention programs to strengthen students' academic resilience through the enhancement of psychological resources. In addition, this study is expected to complement recent findings reported in the Journal of Educational Sciences by extending the understanding of how self-efficacy, subjective well-being, and academic resilience interact within the context of Indonesian senior high school students (Mawardi & Lidyasari, 2026).

2. Methodology

This study employed a quantitative approach using an explanatory research design to examine the direct effect of self-efficacy on academic resilience and the mediating role of subjective well-being among public senior high school students in Tarakan City. The research was conducted from April to June 2025 at five public senior high schools (SMAN 1, SMAN 2, SMAN 3, SMAN 4, and SMAN 5 Tarakan) in Tarakan City, North Kalimantan Province. The study population consisted of 4,422 students enrolled in grades X, XI, and XII. A total of 367 students were selected using purposive random sampling.

Instrument

Data were collected using three psychological scales measuring self-efficacy, subjective well-being, and academic resilience. The self-efficacy scale consisted of 24 items, the subjective well-being scale consisted of 27 items, and the academic

resilience scale consisted of 19 items. The instruments were administered online using Google Forms to obtain responses from all participants.

Data Collection

Data were collected online through Google Forms during the research period from April to June 2025. Participants completed questionnaires measuring self-efficacy, subjective well-being, and academic resilience. Prior to completing the questionnaire, respondents were informed about the purpose of the study and voluntarily participated in the research.

Data Analysis

The collected data were analyzed using IBM SPSS Statistics version 27. Descriptive statistics were first employed to summarize respondents' characteristics and variable distributions. Before hypothesis testing, assumption tests consisting of normality, multicollinearity, and heteroscedasticity tests were conducted to ensure that the regression assumptions were satisfied. Hypothesis testing was performed using regression analysis with subjective well-being as a mediating variable. Furthermore, path analysis and the Sobel test were employed to examine the indirect effect of subjective well-being on the relationship between self-efficacy and academic resilience.

3. Results and Discussion

Prior to the statistical analysis, the research was conducted systematically to ensure that the collected data accurately represented the research objectives. Respondents were selected using purposive random sampling based on predetermined inclusion criteria from five public senior high schools in Tarakan City. Following the participant selection, validated instruments measuring self-efficacy, subjective well-being, and academic resilience were distributed online using Google Forms. Before completing the questionnaires, participants were informed about the objectives of the study and voluntarily agreed to participate. After all responses had been collected, the data were screened to ensure completeness, consistency, and eligibility for analysis. Subsequently, descriptive statistics were performed to describe the characteristics of each variable, followed by assumption testing consisting of normality, multicollinearity, and heteroscedasticity tests. Finally, regression analysis, path analysis, and the Sobel test were conducted to examine both the direct and indirect relationships among self-efficacy, subjective well-being, and academic resilience.

Descriptive Statistics

This study involved 367 public senior high school students in Tarakan City during the 2024/2025 academic year. The participants consisted of 101 students from SMA Negeri 1 Tarakan, 103 students from SMA Negeri 2 Tarakan, 84 students from SMA Negeri 3 Tarakan, 69 students from SMA Negeri 4 Tarakan, and 10 students

from SMA Negeri 5 Tarakan. Descriptive statistics were calculated using IBM SPSS Statistics version 27 to summarize the minimum score, maximum score, mean, and standard deviation of each research variable before conducting hypothesis testing. The descriptive statistics of the self-efficacy variable are presented in Table 1.

Table 1. Descriptive Statistics of Self-Efficacy

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Self-Efficacy	367	41.00	96.00	69.23	9.45

The categorization of students' self-efficacy levels is presented in Table 2.

Table 2. Categorization of Self-Efficacy

Category	Score Range
Very High	$X > 87$
High	$78 < X \leq 87$
Moderate	$69 < X \leq 78$
Low	$60 < X \leq 69$
Very Low	$X \leq 60$

Based on the categorization results, 32 students (8.7%) were classified as having very low self-efficacy, 131 students (35.7%) low, 129 students (35.1%) moderate, 55 students (15.0%) high, and 20 students (5.4%) very high. Overall, most respondents demonstrated low to moderate levels of self-efficacy. The descriptive statistics of subjective well-being are presented in Table 3.

Table 3. Descriptive Statistics of Subjective Well-Being

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Subjective Well-Being	367	48.00	86.00	69.92	6.32

The categorization of subjective well-being is presented in Table 4.

Table 4. Categorization of Subjective Well-Being

Category	Score Range
Very High	$X > 81$
High	$75 < X \leq 81$
Moderate	$69 < X \leq 75$
Low	$63 < X \leq 69$
Very Low	$X \leq 63$

The categorization results indicated that 41 students (11.2%) were classified as having very low subjective well-being, 102 students (27.8%) low, 153 students (41.7%) moderate, 51 students (13.9%) high, and 20 students (5.4%) very high. These findings indicate that most respondents reported a moderate level of

subjective well-being. The descriptive statistics of academic resilience are presented in Table 5.

Table 5. Descriptive Statistics of Academic Resilience

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Academic Resilience	367	38.00	66.00	56.28	4.27

The categorization of academic resilience is presented in Table 6.

Table 6. Categorization of Academic Resilience

Category	Score Range
Very High	$X > 64$
High	$60 < X \leq 64$
Moderate	$56 < X \leq 60$
Low	$52 < X \leq 56$
Very Low	$X \leq 52$

Based on the categorization results, 32 students (8.7%) were categorized as having very low academic resilience, 146 students (39.8%) low, 95 students (25.9%) moderate, 72 students (19.6%) high, and 22 students (6.0%) very high. Overall, the findings indicate that academic resilience among the participants tended to be in the low category, suggesting that many students still experienced difficulties in adapting to and recovering from academic challenges.

Assumption Test Results

Prior to hypothesis testing, assumption tests were conducted to verify that the data satisfied the requirements for regression analysis. The assumption tests consisted of normality, multicollinearity, and heteroscedasticity tests.

Normality Test

The normality test was conducted using the Kolmogorov-Smirnov test and supported by visual inspection through histogram and Normal Probability Plot (P-P Plot). The histogram and P-P Plot of the regression residuals are presented in Figure 1.

Multicollinearity Test

The results of the multicollinearity test are presented in Table 7.

Table 7. Multicollinearity Test Results

Variable	Tolerance	VIF	Interpretation
Self-Efficacy	0.724	1.380	No multicollinearity
Subjective Well-Being	0.724	1.380	No multicollinearity

As shown in Table 7, both independent variables had tolerance values greater than 0.10 and variance inflation factor (VIF) values below 10.00. These findings indicate that no multicollinearity was detected among the independent variables included in the regression model.

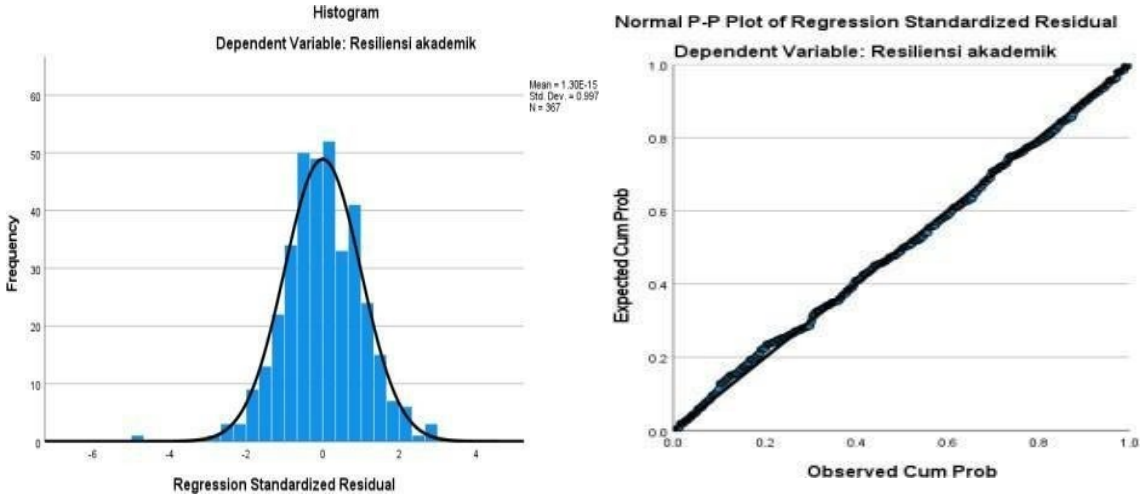

Figure 1. Histogram of Residual Normality of Self-Efficacy and Subjective Well-Being Variables on Academic Resilience

The histogram shows an approximately normal distribution, while the points on the Normal P-P Plot are distributed closely around the diagonal line. These results indicate that the residuals were normally distributed and that the normality assumption required for regression analysis was fulfilled.

Heteroscedasticity Test

The heteroscedasticity test was performed using the Glejser method. The results are summarized in Table 8.

Table 8. Heteroscedasticity Test Results

Variable	Significance	Interpretation
Self-Efficacy	0.737	No heteroscedasticity
Subjective Well-Being	0.423	No heteroscedasticity

Hypothesis Testing

Following the assumption tests, regression analyses were performed to examine the direct relationships among self-efficacy, subjective well-being, and academic resilience. In addition, path analysis and the Sobel test were employed to investigate the mediating role of subjective well-being.

The Effect of Self-Efficacy on Subjective Well-Being

The results of the regression analysis examining the effect of self-efficacy on subjective well-being are presented in Table 9.

Table 9. Regression Analysis of Self-Efficacy on Subjective Well-Being

Predictor	β	t	Sig.	Decision
Self-Efficacy	0.377	11.782	<0.001	Accepted

The regression analysis demonstrated that self-efficacy had a significant positive effect on subjective well-being ($p < 0.001$). Therefore, the first hypothesis was accepted, indicating that students with higher self-efficacy tended to report higher levels of subjective well-being.

The Effect of Subjective Well-Being on Academic Resilience

The results of the regression analysis are presented in Table 10.

Table 10. Regression Analysis of Subjective Well-Being on Academic Resilience

Predictor	β	t	Sig.	Decision
Subjective Well-Being	0.100	2.901	0.004	Accepted

The analysis revealed that subjective well-being significantly predicted academic resilience ($p = 0.004$). Accordingly, the second hypothesis was accepted, indicating that higher subjective well-being was associated with greater academic resilience among students.

The Effect of Self-Efficacy on Academic Resilience

The results are summarized in Table 11.

Table 11. Regression Analysis of Self-Efficacy on Academic Resilience

Predictor	β	t	Sig.	Decision
Self-Efficacy	0.105	4.302	<0.001	Accepted

The regression analysis indicated that self-efficacy had a significant positive effect on academic resilience ($p < 0.001$). These findings support the third hypothesis and suggest that students with stronger self-efficacy tend to demonstrate higher academic resilience.

The Simultaneous Effect of Self-Efficacy and Subjective Well-Being on Academic Resilience

The simultaneous regression analysis is presented in Table 12.

Table 12. Simultaneous Regression Analysis

Model	F	Sig.	R^2	Decision
Self-Efficacy and Subjective Well-Being; Academic Resilience	9.571	<0.001	0.480	Accepted

The regression model was statistically significant ($p < 0.001$), indicating that self-efficacy and subjective well-being jointly explained 48% of the variance in academic resilience.

Mediation Analysis

To determine whether subjective well-being mediated the relationship between self-efficacy and academic resilience, path analysis followed by the Sobel test was conducted. The path analysis results are summarized in Table 13.

Table 13. Summary of Path Analysis

Relationship	Result	Significance
Self-Efficacy; Academic Resilience	Significant	<0.001
Self-Efficacy; Subjective Well-Being	Significant	0.001
Subjective Well-Being; Academic Resilience	Significant	0.004

The findings indicate that self-efficacy significantly predicted both subjective well-being and academic resilience. Likewise, subjective well-being significantly influenced academic resilience. However, further examination using the Sobel test was required to determine whether the indirect effect was statistically significant. The Sobel test output is presented in Figure 2.

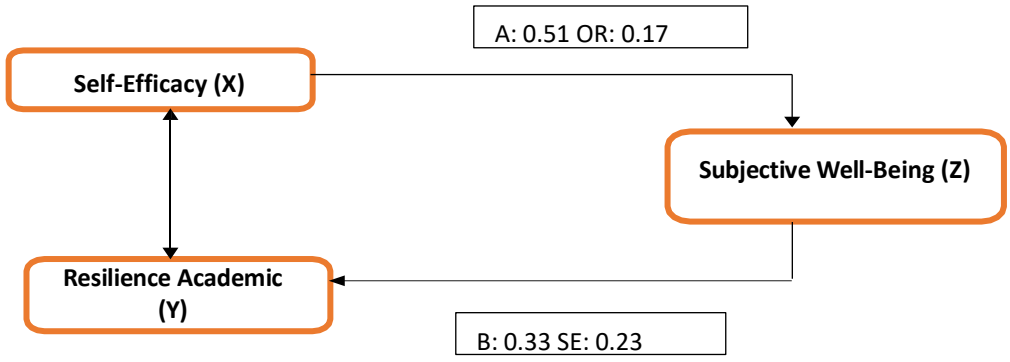

Figure 2. Sobel Test Output

The Sobel test produced a Z value of 0.1955, which was below the critical value of 1.96, indicating that the indirect effect was not statistically significant. Therefore, subjective well-being did not mediate the relationship between self-efficacy and academic resilience. These findings suggest that self-efficacy contributes to students' academic resilience primarily through a direct pathway rather than indirectly through subjective well-being.

Discussion

The present study examined the relationships among self-efficacy, subjective well-being, and academic resilience among public senior high school students in Tarakan City. The findings demonstrated that self-efficacy significantly predicted subjective well-being and academic resilience, while subjective well-being also exerted a significant positive effect on academic resilience. However, contrary to the proposed hypothesis, subjective well-being did not significantly mediate the relationship between self-efficacy and academic resilience. These findings provide important insights into the psychological mechanisms underlying students' ability to cope with academic challenges and suggest that self-efficacy functions as the primary psychological resource supporting academic resilience.

The Effect of Self-Efficacy on Subjective Well-Being

The findings revealed that self-efficacy had a significant positive effect on subjective well-being among public senior high school students in Tarakan City. Students who possessed stronger confidence in their academic abilities tended to report greater life satisfaction and more positive emotional experiences. This finding indicates that students who believe they are capable of successfully completing academic tasks are more likely to experience positive psychological functioning during the learning process. These findings are consistent with Bandura's Social Cognitive Theory, which emphasizes that individuals' beliefs regarding their capabilities influence how they think, feel, and behave. According to Bandura (1997), individuals with strong self-efficacy perceive challenging situations as opportunities for mastery rather than as threats. Consequently, they experience lower psychological distress, regulate emotions more effectively, and maintain greater optimism when encountering academic difficulties. Such adaptive cognitive and emotional processes contribute directly to higher subjective well-being.

The present findings are also consistent with previous empirical studies. (Aggitama & Hardiansyah, 2023) reported that students with higher self-efficacy generally experience greater subjective well-being because confidence in personal abilities encourages positive emotional experiences and enhances satisfaction with academic life. Similarly, Kristiyana et al. (2026) concluded that self-efficacy represents one of the strongest psychological predictors of well-being because it enables individuals to manage stress, maintain motivation, and develop adaptive coping strategies. These similarities indicate that self-efficacy consistently contributes to positive psychological adjustment across different educational contexts. From an educational perspective, these findings suggest that strengthening students' self-efficacy may not only improve academic performance but also enhance psychological well-being. Guidance and counseling services may therefore emphasize mastery experiences, positive feedback, goal-setting, and self-reflection activities to reinforce students' confidence in their academic abilities. Such interventions are expected to promote healthier emotional functioning and greater satisfaction with school experiences.

The Effect of Subjective Well-Being on Academic Resilience

The present study demonstrated that subjective well-being significantly influenced academic resilience. Students who experienced higher levels of subjective well-being tended to exhibit greater persistence, adaptability, and emotional stability when facing academic difficulties. Conversely, students with lower subjective well-being appeared to experience greater challenges in maintaining motivation and recovering from academic setbacks. This finding supports the perspective of positive psychology, which argues that positive emotions, life satisfaction, and psychological strengths broaden individuals' cognitive and behavioral resources. According to the Broaden-and-Build Theory, positive emotional experiences expand individuals' ways of thinking and acting, allowing them to develop enduring psychological resources that facilitate resilience. Consequently, students with higher subjective well-being are more capable of regulating stress, maintaining learning motivation, and recovering more effectively from academic failure.

The results are consistent with Diener et al. (2003), who identified resilience as one of the important outcomes associated with subjective well-being. The present findings are consistent with Britwum (2025), who reported that students with higher subjective well-being tend to demonstrate stronger academic resilience because positive psychological functioning enhances their capacity to adapt to academic demands and challenges. These similarities reinforce the argument that subjective well-being constitutes an important psychological resource supporting students' successful adaptation to academic challenges. Beyond supporting previous findings, the present study highlights the practical importance of promoting students' psychological well-being within schools. Programs aimed at improving emotional regulation, stress management, optimism, and positive interpersonal relationships may contribute not only to students' happiness but also to their ability to cope effectively with academic demands. Therefore, subjective well-being should be considered an essential component of comprehensive school counseling and mental health promotion programs.

The Effect of Self-Efficacy on Academic Resilience

The findings of this study indicate that self-efficacy significantly predicts academic resilience among public senior high school students in Tarakan City. Students who possess stronger beliefs in their academic capabilities demonstrate greater persistence, confidence, and flexibility when confronted with learning difficulties. Rather than avoiding challenges, these students tend to maintain their efforts and continue pursuing academic goals despite experiencing obstacles or temporary failure. These findings strongly support Bandura's Social Cognitive Theory, which explains that efficacy beliefs influence the amount of effort individuals invest, their persistence in difficult situations, and their resilience when facing adversity. Students with higher self-efficacy believe that they possess sufficient capabilities to overcome academic challenges, motivating them to adopt adaptive coping strategies and remain committed to learning objectives. Consequently, they are more capable of recovering from setbacks and maintaining academic engagement despite experiencing stress or failure.

The present findings are consistent with those reported by Oktaningrum and Santhoso (2019), who found that self-efficacy significantly predicts students' academic resilience. Similar conclusions were reached by Prawitasari and Antika (2022), who demonstrated that confidence in one's academic abilities positively contributes to students' resilience when encountering educational challenges. Moreover, recent evidence reported by Surtika et al. (2024) also confirms that self-efficacy and resilience jointly support students' ability to overcome learning difficulties and adapt successfully to demanding educational environments. These findings indicate that interventions designed to strengthen self-efficacy should become a primary focus of educational practice. Teachers and school counselors can enhance students' confidence through mastery experiences, constructive feedback, peer modeling, and opportunities for successful problem solving. Such approaches may strengthen students' psychological readiness to cope with academic pressure while simultaneously improving their long-term resilience.

The Combined Effect of Self-Efficacy and Subjective Well-Being on Academic Resilience

The present study demonstrated that self-efficacy and subjective well-being simultaneously exerted a significant positive effect on students' academic resilience. The regression model indicated that both variables jointly explained a substantial proportion of the variance in academic resilience, suggesting that students' capacity to cope with academic challenges is influenced by both cognitive beliefs regarding personal competence and positive psychological functioning. These findings indicate that academic resilience is not determined by a single psychological factor but rather develops through the interaction of multiple internal resources. Self-efficacy provides students with confidence in their ability to perform academic tasks successfully, whereas subjective well-being contributes to emotional stability, optimism, and life satisfaction that facilitate adaptive responses to academic pressure. When these psychological resources coexist, students are better prepared to cope with setbacks, regulate negative emotions, and maintain persistence throughout the learning process.

From the perspective of Social Cognitive Theory, efficacy beliefs influence students' motivation, effort, persistence, and behavioral regulation when encountering academic difficulties (Bandura, 1997). At the same time, Positive Psychology emphasizes that positive emotions broaden individuals' cognitive flexibility and strengthen their psychological resources, enabling them to recover more effectively from stressful experiences. Therefore, students who possess both strong self-efficacy and high subjective well-being are more likely to demonstrate adaptive learning behaviors and sustain academic engagement despite experiencing obstacles. These findings are also consistent with Britwum (2025), who reported that students with higher subjective well-being demonstrated stronger academic resilience and were better able to adapt to academic challenges through positive psychological functioning. Likewise, Yıldırım and Arslan (2020) demonstrated that resilience was positively associated with subjective well-being, suggesting that students with better psychological functioning are more likely to adapt successfully to challenging situations. The consistency of these findings suggests that

strengthening students' confidence together with maintaining positive psychological functioning may constitute an effective strategy for improving academic resilience.

From a practical perspective, the results imply that school-based intervention programs should not exclusively focus on improving academic competence. Instead, educators and school counselors should simultaneously strengthen students' confidence in their own abilities while promoting psychological well-being through counseling services, emotional regulation training, positive classroom environments, and supportive teacher-student relationships. Such comprehensive interventions are expected to enhance students' ability to cope successfully with increasing academic demands.

The Mediating Role of Subjective Well-Being in the Relationship between Self-Efficacy and Academic Resilience

One of the primary objectives of the present study was to examine whether subjective well-being functions as a mediating mechanism linking self-efficacy and academic resilience. The findings revealed that although self-efficacy significantly predicted subjective well-being and both variables independently influenced academic resilience, the indirect effect identified through the Sobel test was not statistically significant. Consequently, subjective well-being could not be confirmed as a significant mediator in the relationship between self-efficacy and academic resilience among public senior high school students in Tarakan City.

Theoretically, subjective well-being was expected to function as an intermediary psychological mechanism through which students' confidence in their academic abilities could be translated into greater resilience. Students with strong self-efficacy generally perceive academic challenges as manageable, experience greater confidence in overcoming obstacles, and maintain more optimistic expectations regarding future academic performance. These efficacy beliefs promote positive emotional experiences and greater life satisfaction, which together constitute subjective well-being. In turn, positive emotions broaden students' cognitive and behavioral resources, enhance emotional regulation, sustain learning motivation, and facilitate recovery from academic setbacks. Through this psychological process, subjective well-being is theoretically expected to strengthen the influence of self-efficacy on academic resilience.

However, the present findings indicate that this theoretical pathway was not statistically supported. Although students with higher self-efficacy reported greater subjective well-being, improvements in subjective well-being were insufficient to significantly strengthen academic resilience beyond the direct contribution of self-efficacy itself. These findings suggest that students' confidence in their own academic capabilities constitutes a more dominant psychological resource than subjective well-being when responding to academic challenges. In other words, students primarily rely on their beliefs regarding personal competence rather than on their emotional well-being when confronting demanding academic situations.

Another possible explanation is that academic resilience is influenced by numerous psychological and environmental factors beyond subjective well-being. Variables such as coping strategies, academic motivation, emotional regulation, social support, teacher support, classroom climate, and family involvement may represent stronger mechanisms through which self-efficacy contributes to academic resilience. Consequently, although subjective well-being develops alongside stronger self-efficacy, it may not represent the principal psychological pathway responsible for enhancing resilience within the educational context examined in this study.

The present findings are generally consistent with previous studies demonstrating positive relationships among self-efficacy, subjective well-being, and academic resilience. Oktaningrum and Santhoso (2019) reported that self-efficacy significantly predicts academic resilience, whereas Aggitama and Hardiansyah (2023) found that stronger self-efficacy contributes to higher subjective well-being. These findings support the direct relationships observed in the present study. However, unlike several previous investigations that identified subjective well-being as a significant mediating variable, the current study did not detect a statistically significant indirect effect. This discrepancy suggests that the mediating role of subjective well-being may depend on contextual factors rather than representing a universal psychological mechanism.

Several contextual factors may explain these differences. First, respondent characteristics differed from those examined in previous studies, particularly regarding age, educational level, and developmental stage. Second, the educational environment experienced by students in Tarakan City may differ from other regions in terms of academic expectations, school climate, and available educational resources. Third, socio-cultural values emphasizing independence, persistence, and personal responsibility may encourage students to rely more strongly on their own efficacy beliefs when overcoming academic challenges. Finally, variations in research instruments, sampling procedures, and statistical approaches may also contribute to differences in mediation findings across studies.

These findings extend Social Cognitive Theory by demonstrating that self-efficacy remains a robust predictor of academic resilience even when subjective well-being does not function as a significant mediator. At the same time, the results contribute to Positive Psychology by suggesting that subjective well-being should be viewed as an independent psychological resource supporting students' adjustment rather than necessarily serving as an intermediary mechanism between self-efficacy and resilience. Therefore, strengthening self-efficacy appears to represent the most effective psychological strategy for enhancing students' academic resilience within the context of public senior high schools in Tarakan City.

From a practical perspective, the findings suggest that guidance and counseling programs should prioritize interventions designed to strengthen students' self-efficacy through mastery experiences, constructive feedback, goal-setting activities, and opportunities for successful academic performance. Although promoting subjective well-being remains important for students' overall

psychological adjustment, increasing students' confidence in their own academic capabilities appears to provide a more direct and substantial contribution to the development of academic resilience. Future research is recommended to examine other potential mediating variables, such as academic motivation, coping strategies, emotional regulation, grit, or social support, in order to obtain a more comprehensive understanding of the psychological mechanisms underlying students' academic resilience.

4. Conclusion

This study demonstrates that self-efficacy plays a significant role in strengthening the academic resilience of public senior high school students in Tarakan City. Students who possess stronger confidence in their academic abilities tend to demonstrate greater persistence, adaptability, and resilience when facing academic challenges. In addition, self-efficacy positively contributes to students' subjective well-being, while subjective well-being also contributes positively to academic resilience. However, subjective well-being was not found to function as a significant mediating mechanism in the relationship between self-efficacy and academic resilience. These findings indicate that self-efficacy primarily influences students' academic resilience through a direct pathway rather than indirectly through subjective well-being.

The findings enrich the literature on educational psychology by providing empirical evidence regarding the relationships among self-efficacy, subjective well-being, and academic resilience within the context of Indonesian senior high school students. From a practical perspective, the results suggest that guidance and counseling teachers, school counselors, and educators should prioritize interventions aimed at strengthening students' self-efficacy, as greater confidence in personal capabilities can enhance students' ability to cope with academic pressures and challenges. Although subjective well-being remains an important psychological resource, its role in this study appears to be complementary rather than mediating. Future research is recommended to examine other potential mediating variables, such as academic motivation, coping strategies, emotional regulation, or social support, and to involve more diverse educational settings in order to obtain a broader understanding of the factors that contribute to students' academic resilience.

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