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ACADEMIC ADJUSTMENT AS A MEDIATOR OF SELF-EFFICACY IN ONLINE LEARNING AND SUBJECTIVE WELL-BEING IN STUDENTS

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Abstract
The COVID-19 pandemic led to a rapid shift from offline to online learning, affecting subjective well-being of students. This study examined the effect of the predictive power of self-efficacy in online learning and academic adjustment on subjective well-being of students at the Islamic University of Indonesia during the pandemic. Previous studies showed that students with good self-efficacy and academic adjustment had relatively better subjective well-being. Data was collected using the Positive Affect and Negative Affect Scale (PANAS) from Watson, Clark, and Tellegen, the Satisfaction with Life Scale (SWLS) from Diener, self-efficacy scale in online learning from Zimmerman and Kulikowich, and academic adjustment scale of Anderson, Guan, and Koc. Exploratory factor analysis (EFA) and mediation analysis using JASP 0.16.1 software were used to analyze data. The results showed that self-efficacy in online learning had a positive impact on subjective well-being of students during the pandemic, mediated by academic adjustment (0.055). Students with high self-efficacy in online learning adjust to online academic demands effectively, leading to better subjective well-being. Therefore, the hypothesis that self-efficacy in online learning and academic adjustment predict the level of subjective well-being of students during the COVID-19 pandemic was supported. This study highlights the importance of having good self-efficacy in online learning and academic adjustment to enhance the quality of subjective well-being during the pandemic.

***Keywords**: Self-Efficacy in Online Learning, Subjective Well-Being, Academic Adjustment, COVID-19*

Abstrak
Pandemi COVID-19 yang terjadi selama dua tahun yang lalu berdampak pada kesejahteraan subjektif mahasiswa. Tujuan dari penelitian ini adalah untuk mengetahui seberapa besar peranan penyesuaian diri akademik dalam memediasi efikasi diri dalam pembelajaran secara daring dalam memprediksi tingkat kesejahteraan subjektif pada mahasiswa Universitas Islam Indonesia. Sejumlah penelitian terdahulu menunjukkan bahwa mahasiswa dengan efikasi diri dan penyesuaian diri akademik yang baik, memiliki kesejahteraan subjektif yang baik juga. Data penelitian dikumpulkan menggunakan instrumen skala *PANAS (Positive Affect and Negative Affect Scale)* dari Watson, Clark, dan Tellegen dan skala *SWLS (Satisfaction with Life Scale)* dari Diener untuk mengukur komponen afektif atau pengalaman positif dan negatif responden; skala efikasi diri dalam pembelajaran secara daring dari Zimmerman dan Kulikowich; dan skala penyesuaian diri akademik dari Anderson, Guan, dan Koc. Hasil analisis menunjukkan bahwa efikasi diri dalam pembelajaran secara daring mempengaruhi kesejahteraan subjektif mahasiswa dengan mediator penyesuaian diri akademik (0,055).

Kata kunci: efikasi diri dalam pembelajaran daring, kesejahteraan subjektif, penyesuaian diri akademik, pandemi COVID-19

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INTRODUCTION

Between 2020 and 2022, the COVID-19 pandemic necessitated a shift from offline to online learning at all education levels. This sudden change in the mode of learning made students struggle due to various challenges, such as inadequate material preparation and information overload. According to Anggraeni, Angelina, and Dwijayanti (2020), most students preferred conventional learning. Poor internet connection and other barriers made it difficult to follow online classes, leading to a general decline in learning achievement.

The shift from conventional to online and back to pre-pandemic learning required students to be resilient and adapt to differences in learning methods. These changes can easily trigger negative emotions and affect the life satisfaction and subjective well-being of students. Putri, Lahmuddin, and Darmayanti (2020) established that adapting to new activities and situations affect subjective well-being of students. To address these challenges, it is essential to promote resilience and self-efficacy, help students to cope with the changes and achieve greater well-being.

Kamaliya, Setyowibowo & Cahyadi (2021), Hasanah, Lestari, Rahman & Danil (2020), Jamaluddin, Ratnasih, Gunawan & Paujiah (2020) and Nurcahyo & Valentina (2020) examined the impact of online learning on the psychological condition of students. For instance, Jamaluddin, Ratnasih, Gunawan, and Paujiah (2020) studied 265 students at the Islamic State University of Sunan Gunung Djati, Bandung. The results showed that students had difficulty adapting to the demands of academic tasks during online classes. This situation often led to negative thoughts (stress) or feelings of uncertainty about their abilities and adversely affected learning outcomes and psychological health (Sahu, 2020).

Interviews were conducted on November 19th-24th, 2021, with several students of the 2018-2020 cohort at University "X" in Yogyakarta showed many difficulties and obstacles while attending online classes. Specifically, students felt unmotivated, lazy, bored, and saturated with online classes and complained about the limited time to ask questions, an unstable internet connection, and an inability to understand the course material. Additionally, they often felt anxious and scared during online guidance or exams, a situation that easily triggered anger, frustration, and stress due to piled-up assignments and an inability to manage time to complete their online coursework. Students also felt pressured by surroundings that damaged their psychological health.

It is vital to examine subjective well-being because it enables students to effectively regulate emotions and enhance their problem-solving (Diener & Tay, 2015). Apart from showing a high-quality life, subjective well-being boosts physical health (Diener & Tay, 2015). Students with high subjective well-being often feel content with their lives and can control their emotions in response to current events. Furthermore, they experience positive emotions, such as happiness and seldom suffer depression, fear or anger and evaluate all events positively (Myers & Diener, 1995). Amid this uncertainty, students should be confident about their abilities to accomplish their online coursework requirements.

According to Diener, Oishi, and Lucas (2003), subjective well-being refers to a cognitive and emotional assessment of an event, life satisfaction, and positive mood states such as happiness, tranquility, and satisfaction of an individual. Ariati (2010) stated that subjective well-being is the perception of a person experiences and comprises cognitive and affective evaluations of life that are manifested in psychological well-being.

According to Diener, Suh, and Oishi (2006), subjective well-being comprises three basic components: life satisfaction, positive affect, and negative affect. Diener, Oishi, and Lucas (2003) stated that subjective well-being is influenced by various factors, including but not limited to self-esteem, life goals, social relationships, health, demographics, sources of need fulfilment, culture, cognition, religiosity, personality, and adaptation. Ariati (2010) added other factors, such as positive self-esteem, self-control, extraversion, optimism, positive social relations, and having meaning and purpose in life. Additionally, subjective well-being can be significantly influenced by self-efficacy (Bandura, 1997; Alfinuha & Nuqul, 2017) and adaptation (Diener, Oishi, and Lucas, 2003; Al-Karimah, 2015; Maslihah, 2017; and Salim, 2019).

Self-efficacy, defined by Bandura (1977) as individuals' belief in their ability to successfully complete a task, is a critical factor for success in all activities, including online learning (Yavuzalp and Bachivan, 2020; Peechapol, Na-songkhla, Sujiva, and Luangsodsai, 2018; Zimmerman and Kulikowich, 2016; Hodges, 2008). Ghufron and Risnawati (2014) further described self-efficacy as individuals' belief in their ability to succeed in academic/learning tasks and achieve specific outcomes.

Alfinuha and Nuqul (2017) studied 107 new students majoring in architecture at the State Islamic University of Maulana Malik Ibrahim, Malang. The results showed that students with emotional regulation and high self-efficacy have higher levels of subjective well-being. In this study, self-efficacy specifically referred to confidence in online learning, which is crucial for success. According to Zimmerman and Kulikowich (2016), self-efficacy in online learning refers to the perception of the individual ability to complete specific tasks. Taipjutorus (2014) established that self-efficacy in online learning involves belief in the ability to learning and succeed in an online learning environment.

Zimmerman and Kulikowich (as cited in Hoe, Bonk & Doo, 2021) identified three aspects of self-efficacy in online learning: (1) learning in an online environment, which involves the activities of learners to convince themselves that they can learning online, (2) time management, which refers to the ability to manage time for online learning, and (3) technology use, which involves the belief in the ability to operate technology for online learning. Taipjutorus (2014) referenced Bandura and Locke and Zimmerman (2000) to explain that self-efficacy is influenced by four types of experiences: (1) mastery experience or active experience based on personal experience, (2) vicarious experience that involves comparison with other experiences or models, (3) verbal persuasion, which includes feedback or evaluation from others, and (4) physiological and affective reactions that include emotions, mood, pain, and fatigue. Peechapol, Na-songkhla, Sujiva, and Luangsodsai (2018) stated that experience and knowledge of online learning, feedback and rewards, online communication and interaction, social influence, motivation, and attitudes serve as sources of self-efficacy in online learning.

Academic adjustment has a significant impact on subjective well-being as it enables students to succeed in their education and future careers and enhances their confidence and motivation to succeed. Rienties et al. (2012) emphasized that students with good academic adjustment abilities are more motivated, confident, and satisfied with the university experience, and can meet the demands of academic life.

Several studies, such as Alkarimah (2015) and Salim (2019), found a positive relationship between adjustment and subjective well-being. Specifically, students with high adjustment abilities experience

better subjective well-being. According to Schneiders (as cited in Fitri & Kustanti, 2018), academic adjustment refers to the ability in adapting to academic changes and to learn in a mature, efficient, and satisfying way, even when facing challenges. Similarly, Anderson et al. (2016) stated that academic adjustment allows students to overcome social, psychological, and academic challenges when transitioning to higher education.

According to Anderson, Guan, and Koc (2016), academic adjustment encompasses three components: academic lifestyle, academic achievement, and learning motivation. Muatsiroh and Febriani (2021) stated that academic adjustment plays a mediating role in the relationship between academic self-efficacy and subjective well-being. They examined 202 new students across Indonesia and established that good academic self-efficacy leads to easy adaptation to various online learning situations and ultimately affects subjective well-being. This study examined how subjective well-being is influenced by self-efficacy in online learning, with academic adjustment as a mediator. It was conducted on students at the Islamic University of Indonesia. The originality of this study lies in its focus on participants, variables, and measurement tools tailored to the current learning context in Indonesia. While their study included academic self-efficacy and used a self-efficacy scale, this study focuses on online learning self-efficacy, using an online learning self-efficacy scale to measure the predictor variable.

The problem in this study is "whether academic adjustment can act as a mediator between self-efficacy in online learning and subjective well-being of students." This study contributes to the existing literature in educational psychology regarding academic adjustment, self-efficacy in online learning, and subjective well-being.

The relationship between self-efficacy in online learning and subjective well-being with academic adjustment as a mediator

Students with self-efficacy in online learning feel confident in completing all academic demands optimally (Zimmerman & Kulikowich, 2016), which generates a sense of satisfaction in their lives. Self-efficacy aspects, such as time management and technology operation help in dealing with all demands and problems in online learning (Zimmerman & Kulikowich, 2016; Hoe, Bonk & Doo, 2021). Greater confidence leads to an increased optimism in achieving optimal academic results.

Academic adjustment plays a crucial role in helping students overcome negative emotions and improve their subjective well-being (Sopiyanti, 2011; Rienties, Beausaert, Grohnert, Niemantsverdriet, and Kommers, 2012). Happy and positive students are more likely to fulfil their needs, cope with stress, and achieve life goals. Alfikalia (2020) reported that students who have high academic adjustment during online learning are more likely to experience positive emotions. Academic motivation is a key aspect of academic adjustment that drives students to excel in their studies and achieve well-being (Alfikalia, 2020). Matsiroh and Febriani (2021) established that academic adjustment mediates the relationship between academic self-efficacy and subjective well-being. A study involving 202 new students from public and private universities in Indonesia found that academic self-efficacy contributes to subjective well-being of new students through mediator of academic adjustment.

There is a complex interplay between self-efficacy in online learning, academic adjustment, and subjective well-being, necessitating further analysis. This study aimed to investigate the impact of self-efficacy in online learning on subjective well-being, with academic adjustment

as a mediating variable. Matsiroh and Febriani (2021) demonstrated the relationship between academic self-efficacy and subjective well-being, mediated by academic adjustment among new students. This study expanded on these findings by examining all three variables simultaneously within the context of online learning. The primary hypothesis formulated is that academic adjustment mediates the relationship between self-efficacy in online learning and subjective well-being among students at the Islamic University of Indonesia in online learning setting. Other minor hypotheses include:

a. Self-efficacy in online learning correlates with subjective well-being.
b. Self-efficacy in online learning correlates with academic adjustment.
c. Academic adjustment correlates with subjective well-being.

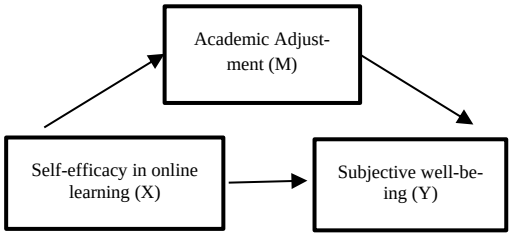


Figure 1. Analysis Design

METHODS

Design

This study used a quantitative correlational design that incorporates a mediator. It examines three variables: subjective well-being as the criterion, self-efficacy in online learning as the predictor, and academic adjustment as mediator.

Participants

This study involved 230 male (n=58, 25.2%) and female (n=172, 74.8%) students from the Islamic University of Indonesia, enrolled in the university from 2017 to 2020 and currently taking online classes.

Instruments

1. Subjective well-being scale

For the measurement of subjective well-being, a scale adapted from a previous study that considered both cognitive and affective aspects was used. The scale included the Satisfaction with Life Scale (SWLS) by Diener, Emmons, Larsen, and Griffin (1985) and the Positive Affect and Negative Affect Scale (PANAS) by Watson, Clark, and Tellegen (1988). The same scale was used by Wibisono (2017) with 179 Indonesian students. It had a Cronbach alpha coefficient of 0.739 for the positive aspect and 0.773 for the negative aspect of the PANAS. The SWLS had a Cronbach alpha coefficient of 0.841. The reliability coefficients (α) for the positive and negative aspects of the PANAS were found to be 0.813 and 0.810, respectively, while the reliability coefficient (α) for the SWLS was 0.730.

In this study, subjective well-being scale comprises 25 items, which include 10, 5, and 10 for positive and negative affect from the PANAS scale and the SWLS scale, respectively. The PANAS and the SWLS scale have each 4 response options ranging from very unsuitable to very suitable. The total subjective well-being score is calculated using the formula SWLS + PANAS. Higher scores indicate higher levels of perceived subjective well-being, while lower scores indicate lower levels. The KMO value for the factor analysis and reliability testing of the PANAS scale was 0.840 with a Bartlett value of <0.001. The item correlation coefficients ranged from 0.309 to 0.747, and the alpha (α) reliability coefficients were 0.837 and 0.804 (>0.5). The SWLS scale had a KMO value of 0.800 and a Bartlett value of <0.001, with item correlation coefficients ranging from 0.473 to 0.707 and an alpha (α) reliability coefficient of 0.730 (>0.5).

2. Self-efficacy in online learning

In this study, self-efficacy in online learning was measured using Zimmerman and Kulikowich (2016)

online learning self-efficacy scale, which was modified and used in the Indonesian language by Muhtar (2021) with a Cronbach's alpha coefficient of 0.873. The reliability coefficient (α) of the scale was 0.900. The scale consists of 22 items and three subscales: learning in an online environment, time management, and technology usage. It is a Likert scale with six answer choices, ranging from very inappropriate (VI) to very appropriate (VA), with a score of 1 (very inappropriate) to 6 (very appropriate). The higher the score, the higher self-efficacy in online learning is perceived by the respondent. Factor analysis and reliability testing revealed that the scale consists of three factors and 16 items, with a KMO value of 0.865 and a Bartlett of <0.001, making it significant. The alpha (α) reliability coefficients were 0.850 for factor 1, 0.798 for factor 2, and 0.773 for factor 3, indicating that the scale is reliable.

3. Academic adjustment scale

Academic adjustment scale was adapted from Anderson, Guan, and Koc (2016). Alfikalia (2020) translated the scale into Indonesian for the previous study involving 502 students at Paramadina University with online learning, and the Indonesian version of the AAS scale had a Cronbach alpha coefficient of 0.604. The analysis in this study found a reliability coefficient (α) of 0.667. The reliability index ranged from 0.6 to 0.8, which is acceptable according to Coaley (2010), who stated that personality and similar measurement tools fall within this range of values, although 0.7 is often recommended as the minimum value.

The scale consists of nine items and three subscales: academic lifestyle, academic achievement, and academic motivation. The scale is a Likert scale with five response options: rarely applicable to me (RAM), sometimes applicable to me (SAM), neutral (N), quite often applicable to me (QAM), and always applicable to me (AAM). Scores are range from 1 (rarely applicable to me) to 5 (very applicable to me) for the positive statement items and 1 (very applicable to me) to 5 (rarely applicable to me) for the negative statement items. The higher the score is obtained by the respondent, the higher the level of academic adjustment, and the lower the score is obtained, the lower the level of academic adjustment of the respondent.

Factor analysis indicated that academic adjustment scale consists of three factors with item correlations ranging from 0.420 to 0.862 and reliability coefficient alpha (α) of 0.508-0.733 (p <0.001). The first factor consists of four items, while the second and third factors had two for each. Consequently, one item was dropped while the remaining scale consisted of eight items. The KMO value of this scale was 0.708, and Bartlett's value was <0.001, indicating that the scale was sufficiently reliable for this hypothesis test.

Procedure

From December 28, 2021, to February 15, 2022, data was collected through Google Forms online. To participate, students were required to provide informed consent, and then complete online questionnaires, which included subjective well-being scale, self-efficacy scale in online learning, and academic adjustment scale. Data collection took place while students were still studying in online learning system.

Data Analysis Technique

Data analysis was conducted using JASP-0.16 software for Windows and involved Exploratory Factor Analysis (EFA) and mediation analysis techniques. The primary objective of these techniques was

to identify both the direct and indirect impacts of the independent (exogenous) variables on the dependent (endogenous) variable.

ANALYSIS RESULTS

Descriptive Statistics Results

The results of descriptive and categorical variable testing are shown in Table 1 below:

Table 1. Variable descriptive description

Variable	Mean	SD	Min	Max
Subjective well-being	17.53	7.78	-3	36
Self-efficacy in online learning	71,97	10,55	45	96
Academic adjustment	24,31	4,72	9	38

Table 2. Categorization of students' subjective well-being variables

Category	Score Range	N	%
Very low	X<5,86	14	6,08%
Low	5,86<X≤ 13,64	56	24,34%
Moderate	13,64<X≤21,42	91	39,56%
High	21,42<X≤29,20	54	23,47%
Very high	29,20<X	15	6,52%

Table 2 shows the categorization of subjective well-being variables, indicating that 15 participants (6.52%) had a very high level of subjective well-being. A total of 54, (23.47%), 91 (39.56%), 56 (24.34%), and 14 (6.08%) participants had a high, moderate, low level, and very low levels, respectively.

Table 3. Categorization of self-efficacy variables in online learning.

Category	Score Range	N	%
Very low	X<56,13	22	9,56%
Low	56,13<X≤66,69	42	18,26%
Moderate	66,69<X≤77,24	91	39,56%
High	77,24<X≤87,80	62	26,95%
Very high	87,80<X	13	5,65%

Table 3 shows the distribution of self-efficacy levels in online learning. Out of all participants, 13 (5.65%) have a very high level, 62 (26.95%) high level, 91 (39.56%) moderate level, 42 (18.26%) low level, and 22 (9.56%) have a very low level of self-efficacy in online learning, respectively.

Table 4. Categorization of academic adjustment variables

Category	Score Range	N	%
Very low	X<17,22	12	5,21%
Low	17,22<X≤21,95	59	25,65%
Moderate	21,95<X≤26,68	78	33,91%
High	26,68<X≤31,41	68	29,56%
Very high	31,41<X	13	5,65%

The categorization of academic adjustment variable above shows 13 participants (5.65%) have a very high level of academic adjustment, 68 (29.56%) high, 78 (33.91%), 59 (25.65%) low category, and 12 (5.21%) in the very low category.

Normality test

Table 5. Results of the normality test for subjective well-being, self-efficacy in online learning, and academic adjustment

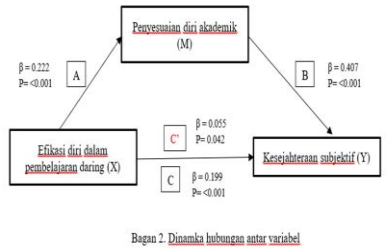
Variable	p	Desc.
Subjective well-being	0.991	Normal
Self-efficacy in online learning	0.981	Normal
Academic adjustment	0.990	Normal

Normality tests were conducted using the Shapiro-Wilk Test. Table 5 shows that the significance values for the variables of subjective well-being, self-efficacy in online learning, and academic adjustment are 0.991 ($p>0.05$), 0.981 ($p>0.05$), and 0.990 ($p>0.05$), respectively. A significance value of $p>0.05$ indicates that the data distribution for the variables is normal.

Hypothesis Test

The main hypothesis for the study is that academic adjustment mediates the relationship between self-efficacy in online learning and subjective well-being in students. The following is a description

of the dynamic relationship between the three variables.



Bagan 2. Dinamka hubungan antar variabel

Figure 2 shows the direct and indirect effects of self-efficacy in online learning and academic adjustment. The coefficient value of Path A, the direct effect of self-efficacy in online learning (X) on academic adjustment (M), is 0.222 with a significant value of <0.001 (p<0.05), indicating a significant effect. Path C, which indicates the direct effect of self-efficacy in online learning (X) on subjective well-being (Y), has a coefficient value of 0.199 and a significant value of <0.001 (p<0.05). It shows a direct effect of self-efficacy in online learning on subjective well-being. Path B, the direct effect of academic adjustment (M) on subjective well-being (Y), has a coefficient value of 0.407 and a significant value of <0.001 (p<0.05), indicating a significant effect. Path C' represents the indirect effect of self-efficacy in online learning (X) on subjective well-being (Y) through academic adjustment (M), with a coefficient value of 0.055 and a significant value of 0.044 (p<0.05). It shows that self-efficacy in online learning has an indirect effect on subjective well-being mediated by academic adjustment.

The mediation analysis results are then used to determine whether the academic adjustment acts as a full or partial mediator. When the influence of self-efficacy in online learning on subjective well-being decreases but does not reach zero when academic adjustment is removed, it is referred to as partial mediation. In contrast, perfect mediation occurs when the independent variable does not affect the dependent variable when mediator variable is controlled (Baron & Kenny, 1986).

Table 6. Results of mediation analysis

	Estimate	p	lower confidence interval	Upper confidence interval
Direct effect Self-efficacy in online learning → Subjective well-being	0.142	0.01	0.037	0.247
Indirect effect Self-efficacy in online learning → Academic adjustment → Subjective well-being	0.055	0.04	0.002	0.109
Total effect Self-efficacy in online learning → Subjective well-being	0.197	<0.00	0.106	0.289

Table 6 shows the result of the mediation analysis. Academic adjustment partially mediates the relationship between self-efficacy in online learning and subjective well-being. The indirect effect has a significant value of 0.042 (p<0.05) with a total coefficient value of 0.055. The confident interval values for the indirect effect are 0.002 (lower) and 0.109 (upper), which do not reach zero, indicating the significance of the mediation effect. Therefore, academic adjustment partially mediates the effect of self-efficacy in online learning on subjective well-being. These findings suggest that self-efficacy in online learning can significantly influence subjective well-being of students.

Additional Analysis

Table 7. Differences in the mean scores of self-efficacy in online learning, academic adjustment, and subjective well-being of students based on gender

Variable	Gender	N	Mean	F	*p*
Self-efficacy in	Male	58	72.086	0.521	0.920
	Female	172	71.924		

online learning					
Academic adjustment	Male	58	24.500	0.007	0.735
	Female	172	24.256		
Subjective well-being	Male	58	20.362	0.002	0.001
	Female	172	16.576		

Table 7 shows that the mean difference test of the three variables only subjective well-being variables have differences (male mean=20.36>female mean=16.58).

Table 8. Description of the differences in mean scores of self-efficacy in online learning, academic adjustment, and students' subjective well-being in terms of the faculty group (exact & social)

Variable	Faculty	N	Mean	F	*p*
Self-efficacy in online learning	Exact	63	70.032	0.207	0.08
	Social	167	72.695		
Academic adjustment	Exact	63	23.698	3.524	0.22
	Social	167	24.551		
Subjective well-being	Exact	63	17.111	0.002	0.62
	Social	167	17.689		

Table 8 shows that there is no difference in the variables of self-efficacy in online learning, academic adjustment, and subjective well-being in the faculty group.

DISCUSSION

This study aimed to investigate the mediating role of academic adjustment in the relationship between self-efficacy in online learning and subjective well-being among students. The results showed that self-efficacy in online learning directly affects subjective well-being of students and that academic adjustment mediates this relationship. The first hypothesis was supported by the results. This is in line with Muatsiroh and Febriani (2021), which examined the indirect effect of academic self-efficacy on subjective well-being through academic adjustment. Similarly, these findings support previous studies that established the significant direct impact of self-efficacy on subjective well-being. Bandura (1997) suggests that self-efficacy influences desired goals, efforts, perseverance, and ability to fulfil needs. The findings are consistent with Alfinuha & Nuqul (2017), Novrianto & Marettih (2018) and Sinambela (2019), which found a positive relationship between self-efficacy and subjective well-being. Therefore, the second hypothesis of this study was also supported.

There is a positive relationship between self-efficacy in online learning and academic adjustment, supporting previous studies on the significant effect of self-efficacy on adjustment. Higher self-efficacy is associated with higher academic adjustment. Students with confidence in their abilities can adapt to the learning process and are happier attending classes. Therefore, the third hypothesis of this study is accepted. Students who participated in online learning during the COVID-19 pandemic and have positive views and confidence in their abilities are better equipped to face challenges during their studies.

This study also supports previous findings on the influence of academic adjustment on subjective well-being. Good adaptive skills lead to better handling of tasks and challenges in academic during the pandemic. This leads to more frequent feelings of pleasure and satisfaction in life. Therefore, the third hypothesis is accepted. Students with good academic adjustment skills can reduce environmental stress and improve their problem-solving skills. In contrast, those with poor academic adjustment skills struggle to adapt to their environment, leading to frustration and aggressive behavior.

This study focused specifically on self-efficacy in online learning during the COVID-19 pandemic, while the previous ones investigated self-efficacy in general. The results highlighted the importance of self-efficacy in online learning and academic adjustment in promoting subjective

well-being of students during the pandemic. Students with high self-efficacy in online learning can adapt to academic demands and experience better subjective well-being. Furthermore, there are gender differences in subjective well-being, with male students reporting higher average well-being than females. However, no differences in self-efficacy in online learning, academic adjustment, and subjective well-being were found in students from different faculties. These findings are in line with previous studies on gender differences in perceived well-being in students. The study acknowledges limitations related to online data collection, including difficulties in controlling participants and limitations in their number.

CONCLUSION

This study showed that self-efficacy in online learning has both a direct and indirect effect on subjective well-being of students with academic adjustment acting as a mediator. Higher self-efficacy in online learning leads to better academic adjustment and ultimately better subjective well-being. Therefore, students who aim to maintain their well-being should focus on developing self-efficacy in online learning to adapt to academic demands during the pandemic and reduce negative thoughts and emotions. This helps them see things in a more positive light and enhances the quality of their subjective well-being.

RECOMMENDATIONS

Recommendations for further studies include: (a) increasing the number of participants to improve the generalizability of the findings, and (b) conducting similar analyses on students from various universities to determine whether the results are consistent across different contexts.

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