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Fear of Failure with Subjective Well-Being in Students Taking a Gap Year at Indonesia College Yogyakarta Tutoring

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ABSTRACT

8 The increasing public awareness of the importance of education has caused the competition to enter higher education to become more intense, especially in specific majors such as medicine. Students who have yet to be accepted into the desired major then choose to take a *gap year*. Only some studies have discussed the condition of students who take *gap years* in Indonesia. However, it is known that individuals who experience *fear of failure* will experience disorders at the level of mental health, including subjective *well-being*. This study aims to determine the relationship between *fear of failure* and *subjective well-being* in students who take a *gap year*. The research subjects involved *gap year* students aged 18-20 (N=60). Data collection was carried out using the SWB and PFAI scales. The analysis method uses *product-moment correlation* from Pearson. The results of the analysis obtained a value (r_{xy}) = -0.737 ($p < 0.05$). This shows that the relationship between *fear of failure* and *subjective well-being* has a negative correlation. It was found that the determination coefficient symbolized by R^2 was 0.543, which proves that the *fear of failure* variable can have an influence of 54.3% on the *subjective well-being* variable, while other factors influence 45.7%.

Keywords : Subjective Well-Being, Fear of Failure, Gap Year

Introduction

Increasing public awareness related to priorities in education or education makes many individuals more motivated to continue their education. When viewed from the early adult phase, many individuals tend to choose to continue their education to a higher level after completing school, whether at college, institute, or academy (Papalia & Feldman, 2014). Term *Gap year* It can be interpreted as a pause or void in the formal or non formal education system, especially when taken after graduating from high school and before entering college (King, 2011). The main reasons why students in Indonesia decide to take a *gap year* are economic problems and failure to take various exams or university entrance tests (Rosmilawati, 2018).

This statement is supported by data from the Ministry of Education and Culture in 2020, where information was obtained that as many as five million high school

students and 5.2 million vocational school students could not continue to the university level due to economic problems and were not accepted in the selection at the intended university. In addition, the information obtained. Shobah (2020) gave an overview of the 661,180 participants in the SBMPTN (Joint Selection for State University Entrance) in the 2020 implementation. However, the participants who passed only amounted to 167,653 students. This shows that the gap year phenomenon found in Indonesia is more caused by failure factors (*failure*) when the selection test entered the university.

18 Various impacts are experienced by students who take *Gap year*, i.e., the emergence of pressure and fear in the individual that causes a decrease in self-esteem, which then contributes to the level of *Subjective well-being* (subjective well-being) that becomes low/less (Robins et al., 2010). *Subjective Well-Being* (SWB) may also be called *happiness* (happiness). Every measurement or assessment is carried out based on a person's or individual's ideal or subjective standard, called the term *Subjective well-being* (subjective well-being) (Diener et al., 2009). Steger et al. (2008) *Subjective well-being* or subjective welfare is essential because, with prosperity, every human will feel happy, comfortable, and valuable. For students who take *Gap years*, It is necessary to evaluate the experience of failure that has been experienced wisely so that they can take lessons that they can rise and be more enthusiastic about achieving their goals, namely being accepted into the desired major or obtaining success in learning.

35 When adolescents are more able to achieve their goals through their abilities, it affects life satisfaction (among teenagers who are getting taller and taller (Shin & Johnson, 1978). Students who take *Gap year* are expected to be able to maintain their mental health and incredibly *subjective well-being* so that they are more enthusiastic about achieving their goals. Students who take a *Gap year* generally have low confidence in their abilities, are shy in their home environment, and experience easy *stress*. In addition, the tendency psychological impacts experienced include reduced ability to face difficulties, aggressive actions, depressive conditions, and a decreased level of well-being (Stavropoulos et al., 2015). The conditions experienced by students who take *Gap years* negatively impact subjective well-being.

16 Most students who take *Gap year* are in the age range of 17 to 19 years, which means they are still in their late teens (Santrock, 2007). Changes often encountered in adolescence include increasing emotional changes, physical conditions, behavior with changing patterns, interest changes, and ambition in every change (Hurlock, 1980).

Several factors contribute to or influence *Subjective well-being*: personality, income or wealth, sociocultural conditions, modernization, personal goals, views (*Outlook*), and resilience. It is further explained that the view factor has optimistic and pessimistic variables (*Outlook*). One of the forms of pessimistic variables is the fear of failure (*Fear of failure*), which also influences *Subjective well-being*. The higher the level of *Fear of failure* experienced by individuals, the more it can cause a decrease in the *Subjective well-being* of the individual. (Cacciotti & Hayton, 2015)

This is due to the conditions of the student's *Gap year* at Indonesia College Yogyakarta, where the majority of students *Gap year* in this tutoring came from outside Jogja, where some of the students chose to leave their hometowns to avoid negative stigma from the community. In addition, some students' *gap years* also study in tutoring because of parents' demands to be accepted into the medical department or official school after failing or not passing the previous selection. According to Whittle et al. (2020) that, the experience of failure is one of the triggers for *Fear of failure*.

Research Guidi (2018) states that the participants who took the *Gap year* have fears in the form of *Fear of failure due to the* experience of failure that has been experienced before. Studies Hoe (2014) also showed that participants in *Gap years feared failure* (significant). Atkinson (1993) Argue that failure in a particular task can cause negative impacts. Atkinson (1993) It also states that *Fear of failure* is an encouragement to avoid failure. Increased *Fear of failure* has a significant negative effect on *Subjective well-being* (Suomalainen, 2017). Based on the description above, the researcher wants to determine whether there is a correlation or relationship between *Fear of failure* (fear of failure) and *Subjective well-being* (subjective welfare) in students who take a *Gap year*.

Methods

The variables that will be studied in this study are *Subjective well-being* (*dependent variable*) and *Fear of failure* (*independent variable*). In this study, *Subjective well-being* was measured using the Scale *Subjective Well-Being*, which has been compiled by previous researchers based on the aspects explained by Diener (2009) that is; cognitive aspects (life satisfaction or *life satisfaction*), positive effects (*positive affect*), and adverse effects (*negative affect*). Later in this study, the fear of failure was measured using *The Performance Failure Appraisal Inventory C*, which consists of five aspects: *Fear of shame and embarrassment* (fear of shame and humiliation); *Fear of devaluing one's self-estimate* (fear of declining self-esteem);

15 *fear of having an uncertain future* (fear of future uncertainty); *Fear of losing social influence* (fear of loss of social influence) and *Fear of upsetting essential others* (fear of disappointing the person who is important to him) (Conroy, 2001).

The subjects in this study are students (both female and male) who are taking *Gap year* with a range of 17-20 years old who are currently participating in a unique tutoring program for students *Gap year* for a year in one of the tutoring in Yogyakarta, namely Bimbel Indonesia College Yogyakarta. The population used by all students in the *Gap year* is currently 60 people. The instruments used in this study were the Likert model psychological scale compiled by previous researchers, including the subjective well-being and scale of *fear of failure*.

10 The scale model *Likert* used in this study consists of favorable statements or items. A scale arrangement is also allowed if it is only divided into one group, i.e., *Favourable* if the content has described the suitability of the behavior description on the indicator, the relationship of partiality, or directly describes the attributes measured (Azwar, 2021). As for the score range for item statements, *Favourable* are SS (Strongly Agree) = 4, S (Agree) = 3, TS (Disagree) = 2, and STS (Strongly Disagree) = 1.

Results

25 In this study, participants were 60 gap-year students who became respondents. A summary of respondent data is presented in Table 1.

Table 1. Subject Demographics

It	Subject Description	Category	Sum
1.	Gender	Man	29
		Woman	31
Total			60
2.	Age	17 years	5
		18 years	35
		19 years	25
		20 years	5
Total			60
3.	Origin	DIY	11
		Central Java	22
		West Java	3
		East Java	1
		Jakarta	1
		Bali	2
		NTB	1
		Central Kalimantan	2
		South Kalimantan	1
		Kaltara	1
		West Sumatra	1
		South Sumatra	4
		Babylon	2
		Riau Islands	1
		Lampung	2
		North Sulawesi	1
		South Sulawesi	1
Malut	1		
Papua	1		
West Papua	1		
Total			60

Based on the table above, the number of subjects in this study, men and women, can be balanced. The subjects with the age of 18 years are 35 people (more than half of the total *gap year students*) followed by 19 years old as many as 15 people, which means that these students have just graduated from high school/vocational school this year and then decided to take a *gap year*. A total of five students are already 20 years old, which means that the students are taking a *gap year* in their second year. From the origin of the region (province), it is known that most students who take a *gap year* at Indonesia College Tutor20 provinces (DIY), namely 49 students, while students from Jogja only number 11 people. In detail, 20 provinces are the regions where the *gap year* students come from.

The researcher obtained empirical calculations and scores based on data from the research results from the *Subjective Well-Being Scale and the Fear of Failure*

Scale. The intended empirical score data are the minimum, maximum, standard deviation, and mean values. On the *Subjective Well-Being* Scale, the results obtained from empirical score data are a minimum score of 2 and a maximum score of 57. The empirical mean is 26.38, and the standard deviation is 12.81. Then, on the *Fear of Failure* scale, the results obtained from empirical score data are a minimum score of 24 and a maximum score of 78. The empirical mean is 52.25, and the standard deviation is 9.78. In Table 2, the descriptive analysis of the results of the research that has been carried out is displayed.

Table 2. Description of research data

Variable	N	Empirical Data			
		Mean	Score		SD
			Min	Max	
<i>Subjective Well-Being</i>	60	26,38	2	57	12,81
<i>Fear of Failure</i>	60	52,25	24	78	9,78

Information:

N = Number of Subjects

Mean = Average

Min = Minimum or lowest score

Max = Maximum or highest score

SD = Standard Deviation

The results of the categorization of *subjective well-being* obtained information that out of a total of 60 subjects, ten subjects, or a percentage of 16.67%, were in the high category, and 45 subjects, or 75%, were in the medium category. Five subjects, or a percentage of 8.33%, were in the low category. Thus, it can be concluded that most subjects in this study have a level of *subjective well-being*, which is included in the category discussed in Table 3.

Table 3. Categorization of *subjective well-being*

Category	Norm	Score	N	Percentage
High	$X > (\mu + 1\sigma)$	$X > 39$	10	16,67%
Average	$(\mu - 1\sigma) \leq X \leq (\mu + 1\sigma)$	$11 \leq X \leq 39$	45	75,00%
Low	$X < (\mu - 1\sigma)$	$X < 11$	5	8,33%
Total			60	100%

X = Subject Score

μ = Mean or hypothetical average

σ = Standard hypothetical deviation

Then, the results of the categorization on the *fear of failure* scale obtained information that out of a total of 60 subjects, five subjects, or a percentage of 8.33%, were in the high category, 45 subjects, or a percentage of 75%, were in the medium category and ten subjects or a percentage of 16.67% were in the low category. Thus, it can be concluded that most subjects in this study have a level of fear of failure, which is included in the medium category and summarized in Table 4.

Table 4. Categorization of *subjective well-being*

Category	Norm	Score	N	Percentage
High	$X > (\mu + 1\sigma)$	$X > 66$	5	8,33%
Average	$(\mu - 1\sigma) X$ $(\mu + 1\sigma)$	$44 \leq x \leq$ 66	45	75,00%
Low	$X < (\mu - 1\sigma)$	$X < 44$	10	16,67%
		Total	60	100%

Based on the normality test results for the scale *Subjective Well-Being*, KS-Z = 0.084 with $p = 0.200$ ($p > 0.050$) was obtained. This shows the distribution of scale data. *Subjective well-being* was distributed normally in this study. The normality test results for the scale *Fear of Failure* obtained KS-Z = 0.069 with $p = 0.200$ ($p > 0.050$). According to Hadi (2015), whether the data is standard in a study does not affect the final result. When the number of subjects is large (the number of subjects $N \geq 30$), then the data can be said to be distributed normally.

Based on the linearity test, the result was obtained with a value of $F = 52.427$ with $p = 0.000$ ($p < 0.050$). The relationship between *fear of failure* and *subjective well-being* is linear. Based on the results of the correlation analysis of the product moment, the correlation coefficient (r_{xy}) = - 0.737 with $p = 0.000$ ($p < 0.050$). This shows a correlation or relationship between *fear of failure* and *subjective well-being* in students who take a gap year at Tutoring Indonesia College Yogyakarta, so the hypothesis proposed in this study is accepted.

Discussions

Based on the results of the statistical analysis that has been carried out, the hypothesis in this study is accepted, showing that fear of failure can affect subjective well-being. This is based on related research conducted by previous researchers,

even though it did not directly discuss the same two variables. However, it should be noted that each individual's response to fear of failure can vary. Some individuals may better cope with these fears and maintain high subjective well-being, while others may be more susceptible to their negative impacts (Sagar & Stoeber, 2009).

8 Based on the analysis of the research results, it can be concluded that *fear of failure negatively correlates* with *subjective well-being* in students experiencing a *gap year*. *Fear of failure effectively contributes to subjective well-being* with a determination coefficient of R^2 of 0.543 or 54.3%. The analysis results mean that *fear of failure* affects *subjective well-being* with an influence contribution of 54.3%. In comparison, 45.7% is influenced by other factors not disclosed in this study.

1 In the research results, students with higher negative emotions generally have low *subjective well-being*. At the same time, those with high positive emotions and life satisfaction have high *subjective well-being*. Students with low *subjective well-being* generally have high levels of negative emotions in the form of feelings of distress, disappointment, guilt, fear, shame, anxiety, and worry. These negative emotions are a result of experiencing several failures before studying at Tutoring Indonesia College Yogyakarta.

7 28 Referring to the results of research that has been carried out, *fear of failure* has a negative relationship with *Subjective well-being* or happiness, in particular in affective evaluation, which is an emotionally reactive reaction or response that arises on every experience of a person's life in addition, *Fear of failure* also directly related to negative emotions such as anxiety, nervousness, and fear. Elliot & McGregor (2001) Provide empirical evidence of the negative influence of *Fear of failure on Subjective well-being*, where it is shown that the goal of avoidance is associated with a decrease in *Subjective well-being*.

5 26 12 12 Tracy & Robins (2004). It is stated that *Fear of failure* (fear of failure) is associated with negative emotions such as anxiety, stress, and depression. When individuals constantly worry about the possibility of failing or making mistakes, it can lead to a decline in *subjective well-being and overall life satisfaction*. Baryła-Matejczuk et al. (2022) Whose research has shown a negative relationship between *Fear of failure and Subjective well-being*. When an individual has a high fear of failure, it tends to have a detrimental impact on *Subjective well-being*.

31 Impact *Fear of Failure on Subjective Well-being* In the cognitive or perceptual aspect, individuals who experience this condition are less confident and do not feel comfortable with themselves and their abilities, ultimately reducing overall life satisfaction. Remember that *life satisfaction is one of the essential aspects of*

determining somebody's *subjective well-being*. Other research has also shown a negative relationship between *Fear of failure* and *Subjective well-being*. *Fear of failure* is "the capacity or tendency to experience shame over failure." This is expected to encourage the implementation of avoidance-based goals and strategies that have some adverse effects, including reduced effort, low perseverance, and poorer performance. As a result, *Fear of failure* is associated with low life satisfaction (Eriksson & Strimling, 2023). It is also worth mentioning that *Fear of failure* can be influenced by a variety of factors, including patterns learned from parents, traumatic life experiences, and high-stress (Peterson, 2023)

Conclusion

Based on the research results, it can be concluded that there is a negative relationship between *fear of failure* and *subjective well-being* in students who experience a *gap year* at Indonesia College Yogyakarta. This shows that the higher the *fear of failure* in students who experience a *gap year*, the lower the *subjective well-being*. Conversely, the lower the price of *fear of failure*, the higher the *subjective well-being* possessed by students who experience a *gap year*. The *fear of failure* variable can affect the *subjective well-being* variable by a large proportion, so the two have a robust correlation. *The fear of failure* in students who take a *gap year* is more due to the negative stigma from the surrounding environment that impacts decreasing *subjective well-being*.

Furthermore, researchers are expected to be able to compare the differences in research results in the relationship *between fear of failure* and *subjective well-being* between men and women because, in this study, the number of female subjects is more than male subjects. The study implies that it can be used as a reference for *fear of failure* and *subjective well-being*.

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