

## The Source of Happiness in Senior High School

Sherly Agustina, S.T.P<sup>1\*</sup>

### ABSTRACT

This research aims to know the picture of happiness high school students as well as a source of happiness for learning in school. This study used a qualitative approach. The sample numbered 332 respondents were selected using simple random sampling techniques, with details of the student's class 10, 112 108 grade 11 and grade 12 students 112. Data collecting tool used was an open ended questionnaire about the source of happiness. There are two research results, that students do not at any time feel happy at school and the student's source of happiness comes from the activity of social relations and establish the utilization of free time. The benefits of this research are getting an idea about happiness of students from high school so that later it can be deduced what are things that can be done to increase the happiness on high school student

**Keywords:** *Happiness, The Source Of Happiness, School, Teen*

**H**appiness is the one thing you want is achieved by everyone, both women as well as men, both young and old. When someone asked about the purpose of his life, happiness will be the answer for some people. Variety of ways used by humans to achieve happy condition.

According to Aristotle (in Williams, et al., 2006), happiness is a form of perfection, so it takes effort to be made to achieve it. According to Seligman (2011), referring to the emotion of happiness are positive while according to Diener (2009), not only positive emotions, happiness is subjective well-being that includes emotions negative, life satisfaction in general and satisfaction on a particular domain.

Happiness is a positive feelings (Goldwater, 2010) including happy, peaceful and serene setting that is important in the life of every human being regardless of age limit (Rusydi, 2007). Snyder and Lopez (2007) said that happiness involves positive emotions that defined subjectively by each person.

Positive emotion are felt by someone and positive activities that are preferred by that person will bring happiness (Seligman, 2011). The more positive activities that person does, the

<sup>1</sup> Educational Psychology Program, Universitas Pendidikan, Indonesia

[\\*Responding Author](#)

Received: January 2, 2018; Revision Received: January 16, 2018; Accepted: February 14, 2018

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greater the satisfaction in his/her life (Csikszentmihalyi, 1997). Life satisfaction is the result of a comparison between the events experienced with something which became the object of hope and desire. More fulfilled the expectations and desires of someone, so the level of satisfaction of that person.

Someone who has a high happiness will feel satisfied with their living conditions because most feel the positive emotions and rarely feel emotions negative. In addition to the sources of individual satisfaction comes from his success in achieving goals, manage virtue the maximum and can feel a pleasant circumstance (Diener and Larsen, 1984 in Eddington and Shuman, 2005). Happiness is an individual assessment to the overall quality of his lyrics give the satisfaction of his life (Schimmel, 2009; Hurlock, 2007).

According to Ma and Huebner (2009), adolescents who have high life satisfaction will impact positively in the next stage of development where teens would be more resistant to stressors. Happiness is influenced from inside (trait) and individual (state). Sometimes an individual will feel happy in his life but he was not happy with what's going on in his life. Veenhoven's research (1994) showed that happiness is not a trait, but it is the state or in other words relatively stable in the short term but not in the long period of time. This means someone who is facing a situation that fun will feel happy and feel unhappy if confronting an unpleasant situation. But contrary to that, the research of Magnus and Diener (Diener., et al, 2009) shows that life satisfaction a person able to survive up to four years. This occurs because each person has a positive and negative emotions in him (Heady and Wearing in the Diener., et al, 1999).

It can be concluded that happiness is a trait that is affected by the external situation. External situation will affect the emotions but is temporary because the return to basic emotions. Therefore, the basically every individual has happiness and sense when faced with unpleasant situations since its not happy is temporary and will be back on a sense of happy. Quite a lot of people who feel unhappy, so look for ways how to be able to feel the happiness. There are many things that can make a person feel happy. Things that affect happiness may be different on each person. One thing that is considered as a source of happiness for the individual, not necessarily a source of happiness for another individual (Patnani, 2012).

According to Diener and Ryan (2009), several factors that influence an individual's happiness is emotional intelligence, religiosity, social relations, work, and income level. Thus, it can be said that the individual will feel happy if you have good emotional intelligence, being religious, have good social relationships and have jobs and income. Conversely, if things are not owned by an individual, then that individual does not feel the happiness in her life.

So any high school student who is Vice 15-18-old teen years (Santrock, 2003). Ketidakbahagian can occur because at this time the teenager filled with problems (storm and stress). According to Erickson, adolescence is a time of crisis or identity identity search (Santock, 2003; Papalia., et al, 2001; Monks., et al, 2000; Muss, 1988). The characteristics of

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adolescents who are their processes to seek this identity also often cause problems in adolescents. Emotional problems and behavior-related self-disclosure and the emergence of an attitude of independence can threaten health (Noviantri, 2013).

The research of Lu and Shih (1997), shows nine things that are regarded as the source of happiness: the desire to be respected, harmonious interpersonal relationships, satisfaction of material needs, achievements in work, life is quiet and to understand sense life, feel more happy or fortunate than others, control and self-actualization, pleasure and positive emotions and physical health. It is not easy to measure happiness due to the nature of happiness which is rated highly subjective (is the individual assessment of the quality of life of his own life). Thus rather difficult for other people to judge a person's quality of life. Therefore the measurement of happiness most often used is self reporting questionnaire (self report questionnaire). The questionnaire used to measure happiness can be done using a single item (single item) as well as multiple items (multiple items).

According to Argyle (2001) and Lu and Shih (Lu., et al, 2001), there are 13 components are always present in the happiness of an individual that is a positive cognition (optimism), physical health, alertness (attention), satisfaction against myself, commitment social, positive affection, self control, harmonious interpersonal relationships, achievements in work, recognition from others, peacefulness, luck and fulfillment materials. The condition of adolescents who are in a time of storm and making it their life experience depression and mental disorders. For it is important to review more about the efforts of improving happiness on adolescents. In an attempt to increase the happiness in teenagers. It is necessary to first understand what being a source of happiness in teenagers.

Questions in this research is whether teenagers tend to feel happy or not in school, then it whatever be the source of happiness in teenagers. This research aims to know the description of happiness in adolescents that include level a sense of happy and source of happiness.

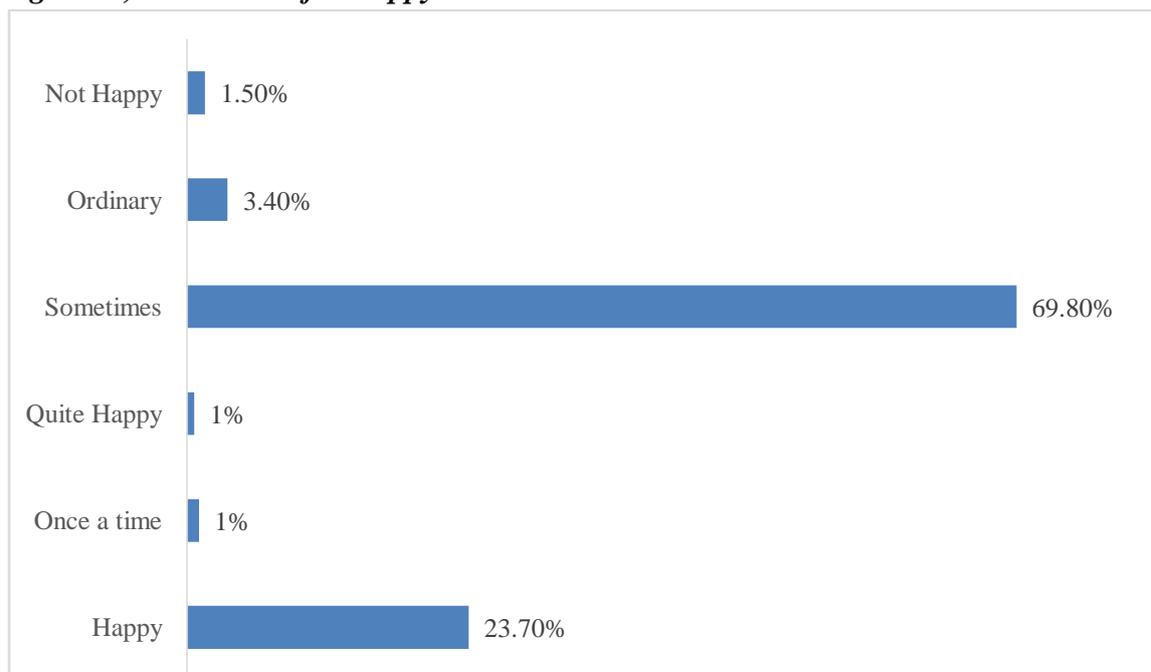
### **METHOD**

This study used a qualitative approach so that the data obtained are then analyzed qualitatively by doing the categorization of data and then conclude data based categories. The subject of the study amounted to 332 students aged 13-17 years, women-sex and boys at high school by using simple probability sampling techniques.

Data collection is done using single self reporting questionnaire items about the happiness of students in General and the source of happiness. Qualitative data are already collected data analysis is done as follows: explore and encodes data, encode the data to build themes, labeled the segment information by code in order to reduce overlap and redundancy code, represents the qualitative findings and reported in the form of a visual such as a picture, diagram or table as well as interpret the findings in the form of personal view, makes a comparison between the findings and the theory.

**FINDING**

*Diagram 1, Do students fell happy in the school?*



From the diagram above, it can be seen that 69.9% of students sometimes feel happy for learning in all schools

**Table 1**  
*Sources of Happiness*

Activities	Sources		Respond
Passive	Think Positively about self	Think positive, motivating yourself, did not respond to things that are not important, enjoy the time, increasing interest, find out shortcomings, be yourself	67
Active	do positive emotions	Upbeat, smile, be patient, be thankful (to pray) and confident	36
	productive activities	Doing a hobby, learn more actively and take extracurricular	99
	leisure activities	Playing, eat, play HP, take a rest	173
	social relationships	Shared with friends and family	175

The source of happiness comes from the least active activities conducted to improve students positive emotions. While the greatest source of happiness according to students coming from active pursuits that he did to establish social relations either with friends or family. According to Franken (2002), positive emotions responsible to self-interest and how to preserve the life of each individual. Positive emotions are the most widely used students as a source of happiness is the most optimistic and a bit is confident.

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Optimistic is the convinced of the event has a cause of permanent and transient adverse events so that individuals try harder at every opportunity so that he can have a good again. In addition, people who are optimists believe that adverse events only happen on one particular area on his life (specific) but can step firmly on the other areas. While the pessimistic people who give up on all aspects of his life when experiencing adverse events in a particular area (universal).

The optimism and hope of providing better durability in the face of the depression when the accident happened in the future (Seligman, 2005). In addition, optimism and hopes of improving performance in the workplace and create a healthier physique.

The confidence many assist students in reaching for success. A trust in which the individual feels that he or she can collect the resources of a type called needs personal control. According to Myers (1994) there are four matters related to happiness, namely open personality, a sense of optimism, self-esteem and personal control where this will be related to a person's coping responses to problems.

The greatest source of happiness comes from active pursuits performed students in social relationship with friends and family. Social relationships with friends is a source of happiness that most high school students. Iseni in Dagleish and Power (1999) says that people who are happy tend to be more friendly, have good social ability, a lot of helpful and have a better self-control.

Beck (1999) states that the individual's interpersonal relationships with fellow caused by individual affiliate needs. The higher needs of affiliates, then getting help humans obtain intimacy. According to Murray (in the Hall and Lindzey, 1993), the need for affiliation is closer cooperation or reply to call others allied (other people who resemble or like subject), made love to and seek affection from the preferred objects, obedient and loyal to a friend. Affiliate needs should be in line with the motivation of the individual. Contarello & Volpato (in Duck, 2000) mentions that it's basically in a relationship of friendship, there is intimacy, a sense of appreciation of mutual help with one another and togetherness that can cover up the shortcomings of each.

According to McAdams (Prager, 1995), mentioned that the motivation of intimacy is a form of arousal that settled to get the relative stickiness of self with others. Individuals who have high motivation intimacy will look at the relationships with others as a source of positive effects and is worth so much that needs to be continued and maintained. Being with people who loved going to create social support even in the worst circumstances though (Duck, 2000). Expand your peers has been found as an important role for adolescents, generally provide social support and share an interest and involvement in activities. The benefits of social networking turned out to be less tangible, such as a target share interest and fun activities, reciprocal relationships and positive social support (Gilman, 2009).

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By developing a friendly relationship in such individuals will help to accept himself as a figure who is unique and has different capabilities, even in all the existing shortcomings and weaknesses. Santayana (in Maxwell, 2001) supports the above by saying that PAL is part of human life where one can become more humane.

By developing one's friendship will establish himself as a figure that he would expect as her best friend. In the context of a more simple, Von Salisch (in Mills & Duck, 2000) even says that friendship can create happiness from little things like quips-short quips, funny stories and humorous behavior.

Besides doing leisure activities also became the greatest source for high school students. Csikszentmihalyi in Chen, Wigand and Nilan (2000) defines the flow experiences as an optimal experience and gives a great pleasure when a person engages in an activity with a concentration in total and full. The sense of flow when someone actively involved and dissolve into fun activities that are currently doing. While gaining the satisfaction and happiness, people can do it longer so that people can experience it in repeatedly (Franken, 2002).

Happiness strongly arises when people have finished performing its activities so that happiness plays more simply as the evaluation of cognition. People who undergo the experience flows seemed to be free from fear and worry. Massimini and Carli in Chen, Nilan and Wigant (2000) mentions that many adolescents who are experiencing a flow experience will be more cheerful, friendly, easy to socialize and be happy. On the other hand, Lupton (1998) mentions that in order to obtain happiness can be made from simple things that may be associated with everyday activities such as eating, resting, watching and reading. This provides many activities, deliver and meet the positive emotions such as pleasure, relaxation and enjoyment as the way to obtain happiness.

Therefore the existence of happiness is a human quality which is universal. Happiness gives motivation and still continue to motivate people to keep making plans. To obtain happiness one has to initiate the first step with something called love. Give love, because love is a form of appreciation that strengthening the intensity of social relationships with friends, family, couples and even a friend's work, so that will make it easier to get happiness (Buss, 2001).

## CONCLUSIONS AND SUGGESTIONS

Based on the research that has been done, the perceived feeling of students during the learning in school is sometimes happy and sometimes unhappy. The greatest source of happiness on high school students come from active activities undertaken to establish positive relationships with friends and parents as well as the doing activity to fill in spare time. While the source of happiness comes from the least active activities that elicit positive emotions such as optimistic and confident. It is hoped the presence of further research in order to increase the happiness of students by developing the student's source of happiness.

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**How to cite this article:** Agustina S (2018). The Source of Happiness in Senior High School. *International Journal of Indian Psychology*, Vol. 6, (1), DIP: 18.01.024/20180601, DOI: 10.25215/0601.024