



Early Adolescent Happiness Levels in a Rural Wetland Environment

Ali Rachman¹, Yogi Prihandoko^{1*}, Noor Adi Sandri²

¹ Lambung Mangkurat University, Banjarmasin, Indonesia

²Tatah Makmur 01st Junior High School, South Borneo, Indonesia

yogi.prihandoko@ulm.ac.id

Abstract. In early adolescence, the level of happiness of a teenager can influence psychological development, learning outcomes, self-esteem, ability to control oneself, emotional intelligence, and learning motivation. Identifying the level of happiness in early adolescence can be a reference for tackling the occurrence of psychological and mental developmental problems from an early age. It is feared that the wetland rural environment with natural, social and cultural characteristics will have an impact on the level of happiness of adolescents who are starting to actively access the outside world supported by advances in digital technology. This study aims to identify and describe the happiness level of early adolescents aged 12-16 years. Using a descriptive qualitative research method, this research was conducted on 46 male adolescents and 37 female adolescents in the rural wetlands of Banjar Regency, South Kalimantan. Data collection was carried out through a happiness questionnaire which contained 29 questions with a scale ranging from 1 to 5. The results showed that 2 students had a very high level of happiness (2.40%); 44 students have a high level of happiness (53.01%); 33 students have a moderate level of happiness (39.76%); and 4 students have a low level of happiness (4.81%). In terms of gender, female adolescents have a happiness level of 1.18% higher than males (96,7027 > 94,45652). Future research needs to be conducted to identify the factors that influence the happiness level of early adolescents in rural wetlands.

Keywords: Early Teens, Happiness Level, Wetland Environment

1 Introduction

Every human being wants his life to be happy. This is everyone's greatest hope, regardless of age, place of residence, social status, or religion. Happiness is a very important factor and is the ultimate goal in one's life, life will feel incomplete if you don't feel happiness. The ancients believed that happiness was not something that was achieved, but a gift that God gave to his servant or a generosity from the Almighty (Milalrd, 2011). Happiness is a feeling that can be experienced by everyone, but the way to get that happiness varies depending on how the person perceives that happiness (Ruggeri, 2020). So from this difference in perception, some say that if you already have a lot of

money, you can feel happy, or you will be happy if you already have a private car, there are also those who say that you are happy if you get everything you want.

Middle school students aged 12 to 16 which is the period of early adolescence. Psychologically, early adolescence is an age that makes a person integrated into adult society. Early adolescents position themselves on an equal footing with adults, but early adolescents do not have a clear position, not in the position of adults or children. Therefore, adolescence is known as the phase of searching for identity or a storm (Slama et al., 2020). Adolescence is also referred to as a transitional period in the human life span that bridges childhood with adulthood. At this time adolescents are characterized by conflict and mood swings (Santrock, 2012)

The current phenomenon is that most teenagers have not been able to control their emotions in a more appropriate way, as a result many solutions to the problems they face are not in accordance with their expectations. Moreover, adolescents tend to experience stress originating from family, academic problems and peers, so that when adolescents are not accepted by their peers they will suffer, have a closed nature and have low self-esteem (Tan et al., 2020). Seligman (2005) explains that there are two factors that can lead to happiness, namely external factors and internal factors. External factors are factors that come from outside, namely money, marriage, social life, health, religion, age, education, climate, race, and gender. While internal factors are factors that come from within, namely character strength or character strength, satisfaction with the past, optimism about the future, and happiness in the present (Bhattacharyya et al., 2019).

Culture in which there is a concept of values has a contribution to the formation of a person's psychological concept which may be passed down from generation to generation, as is the case with the concept of happiness, according to Salavera et al. (2020) stated that culture has a very central role in perceiving social phenomena in our environment. Therefore, we can understand that if a person's happiness value is influenced by the prevailing cultural context.

Indonesia has various kinds of tribes, according to statistical data in Indonesia there are 1,331 tribes, especially on the island of Kalimantan there are as many as 10 tribes, one of the largest tribes on the island of Kalimantan is the Banjar tribe. The Banjar tribe or also called the Banjar people are the original inhabitants of the city of Banjarmasin. The area expanded to the city of Martapura, the capital of Banjar Regency, and the surrounding area. The language used by the occupation in the area is Banjar language. One of the regencies that have many Banjar tribes is Banjar Regency, with around 361,692 people, or around 90% of the total population of the Regency. Banjar. Based on this background, the researcher is interested in discussing and studying more deeply about how the level of happiness of early adolescents in rural wetlands in Banjar Regency, South Kalimantan.

2 Methods

This study uses a descriptive quantitative approach. This type of research uses a survey because it aims to collect real data. This research was conducted in Banjar District,

South Kalimantan, Indonesia. The subjects of this study were 83 early adolescents of the Banjar tribe aged 12 to 16 years consisting of 46 male adolescents and 37 female adolescents. The instrument used in this research is the Oxford Happiness Questionnaire (OHQ), which has been derived from the Oxford Happiness Inventory, (OHI). The OHI consists of 24 items, each involving selecting one of four different options for each item. The OHQ includes items similar to the OHI, each presented as a single, supportable statement on a uniform five-point Likert scale. This revised instrument is concise, easy to administer, and allows for a wider range of endorsements by Peter Hills and Michael Argyle (2002)

The instrument has been tested for validity and reliability before being implemented in Indonesia. Using the person correlation test method with 50 respondents, the R table limit is 0.273 using. The results of the instrument test showed that all instrument items had an R table value greater than R table ($N > 0.273$) and the reliability value tested using Cronbach's Alpha was 0.801.

The data analysis technique used in this study uses descriptive analysis. The technique for analyzing the data was carried out using the Microsoft Excel program. With this analysis technique, the presentation of the data is through tables, graphs, pie charts, pictograms, calculation of deciles, percentiles, calculation of data distribution through standard deviation calculations, and calculation of percentages. The level of student satisfaction is categorized into 4 groups, namely very high, high, medium, low, and very low with the following grade limits.

Table 1. Category Level of Happiness

Category	Score
Very high	$97 \leq X$
High	$81 \leq X < 97$
Moderate	$65 \leq X < 81$
Low	$49 \leq X < 65$
Very low	$X < 49$

3 Results and Discussion

Based on a sample of 83 early adolescents in Banjar district, the following 4 categories of happiness levels were obtained.

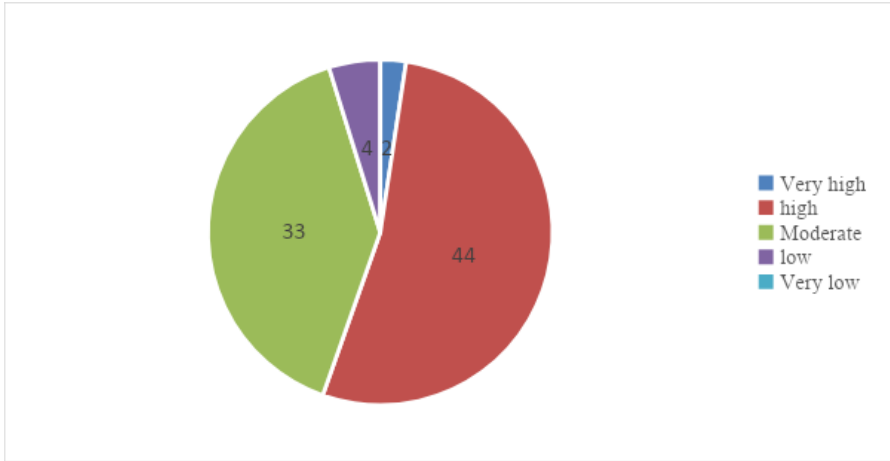


Fig. 1. Early adolescent happiness levels in rural wetland environments

The results showed that 2 students had a very high level of happiness (2.40%); 44 students have a high level of happiness (53.01%); 33 students have a moderate level of happiness (39.76%); and 4 students have a low level of happiness (4.81%). As for the category of happiness according to gender, here is a description.

Table 2. Variable Categorization of Overall Adolescent Happiness

Category	Male	Female
Very High	0	2
High	25	19
Moderate	19	14
Low	2	2
Very Low	0	0

Based on gender, female adolescents have a happiness level of 1.18% higher than males ($96.7027 > 94.45652$) when calculated based on the overall average score divided by the number of male and female respondents. There is no significant difference in the happiness levels of male and female adolescents in rural wetlands in Banjar District, South Kalimantan. These results prove that the happiness felt by adolescents based on gender does not have differences in emotional levels. As revealed by Seligman (2005), the average emotional level of men and women is not much different.

Table 3. Happiness analysis by gender

Gender	Respondent	Score total	Mean	Category
Male	46	4345	94,45652	High
Female	37	3578	96,7027	High

Teenagers are said to be happy if they have the support of a meaning about reality, have a whole and loving family (harmonious family), live with their parents, achievements are achieved, facilities are fulfilled, support from parents and friends, affection and togetherness in times of joy and sorrow, have goals in life, accepting his situation, having autonomy and being able to master his environment (Yue et al., 2014). The achievement of happiness in adolescents can get many benefits in everyday life, because happiness can provide enthusiasm and motivation in carrying out various activities at school and outside of school (Yap et al., 2021). In addition, when teenagers have high happiness, they will feel satisfied and feel positive emotions and rarely feel negative emotions (Harmaini & Yulianti, 2016). pessimism, stress to depression. This unhappy state is most influenced by peer problems and also academic pressure (Nadhifah, 2020).

Leonita et al. (2020) revealed that the factors that most influence the happiness of adolescents are peers. Other adolescent happiness research states that the factors that teenagers most desire to increase happiness are being more successful at school, having a lot of money and having a lot of free time. Happiness research with a different model was conducted by Liaghatdar, Jafari, Abedi & Saniee (2008) on 727 people in Iran using the Oxford happiness questionnaire (OHQ) scale. The results of this study revealed that researchers developed the forming factors of happiness into six factors namely life satisfaction, joy, self-esteem, calm control and self-efficacy.

This is in accordance with the theory put forward by Hurlock that affection is a normal thing that is experienced by humans, affection arises from being accepted by others, the more well received by others, the more affection is expected from others. So the more affection one feels, the more happiness one experiences (Hurlock, 1980). Another thing is achievement or personal achievements such as getting high scores, rankings and getting championships or competitions and achieving goals. In accordance with Hurlock's theory that achievement is an indicator of achieving one's goals. Happiness will be created in line with the achievements achieved (Hurlock, 1980). Besides that, it is also related to social relations such as peers.

4 Conclusion

Based on the results of the research conducted, it was found that 2 students had a very high level of happiness (2.40%); 44 students have a high level of happiness (53.01%); 33 students have a moderate level of happiness (39.76%); and 4 students have a low level of happiness (4.81%). Based on gender, female adolescents have a happiness level of 1.18% higher than males ($96.7027 > 94.45652$). For future researchers who want to examine the variables of happiness, it is recommended to use a qualitative approach, especially other things that cause happiness. Besides that, you can do more in-depth research on happiness with different subjects. Henceforth researchers are also expected to be able to use other instruments, other than in the form of a scale, for example using interview guidelines and observation guidelines to reveal the level of happiness.

References

- Bhattacharyya, S., Burman, R. R., & Paul, S. (2019). The concept of measuring happiness and how India can go the Nordic Way. *Current Science*, 116(1), 26-28. <https://www.jstor.org/stable/27137783>
- Hills, Peter., Argyle, Michael. (2002). The Oxford Happiness Questionnaire: a Compact Scale for the Measurement of Psychological Well-Being. *Personality and Individual Differences*, 33, 1073-1082.
- Hurlock, Elizabeth B. (1980). *Developmental psychology: a life-span approach*. New Delhi: McGraw-Hill Pub..
- Leonita, A. A., Hidayatullah, M. S., & Akbar, S. N. (2020). Hubungan antara perempuan yang bergabung dalam komunitas motor di Kuala Kapuas the relationship between self-esteem with happiness for women who join the motorbike community in Kuala Kapuas. *Jurnal Kognisia*, 3(1), 121–124
- Liaghatdar, J. M., Jafari, E., Abedi, M. R., & Fatemeh, S. (2008). Realiability and Validity he Oxford Happiness Inventory among University Student in Iran. *The Spanish Journal of Psychology*, 11, 310-313.
- Millard, L. (2011). *Data Mining and Analysis of Global Happiness: A Machine Learning Approach*. University of Bristol: Department of Computer Science.
- Nadhifah, N. U., & Wahyuni, Z. I. (2020). Pengaruh Orientasi Religius, Hardiness, dan Quality of Friendship Terhadap Kebahagiaan Santri. *TAZKIYA: Journal of Psychology*, 8(1), 9–22. <https://doi.org/10.15408/tazkiya.v8i1.15270>
- Ruggeri, K., Garcia-Garzon, E., Maguire, Á., Matz, S., & Huppert, F. A. (2020). Well-being is more than happiness and life satisfaction: a multidimensional analysis of 21 countries. *Health and Quality of life Outcomes*, 18(1), 1-16
- Salavera, C., Usán, P., & Teruel, P. (2020). The mediating role of positive and negative affects in the relationship between self-esteem and happiness. *Psychology Research and Behavior Management*, 13, 355–361. <https://doi.org/10.2147/PRBM.S240917>
- Santrock, J. W. (2012). *Life Span Development : Perkembangan Masa Hidup Jilid I*. (B. Widiasinta, Penerj.) Jakarta: Penerbit Erlangga
- Seligman, M. . (2005). *Authentic Happiness*. Mizan.Publisher
- Tan, Y., Singhapreecha, C., & Yamaka, W. (2020). Applying Machine Learning to Predict Happiness: A case study of 20 Countries. *Mukht Shabd Journal*, 9(6), 3433-3437.
- Yap, C. C., Mohamad Som, R. B., Sum, X. Y., Tan, S. A., & Yee, K. W. (2021). Association Between Self-Esteem and Happiness Among Adolescents in Malaysia: The Mediating Role of Motivation. *Psychological Reports*. <https://doi.org/10.1177/00332941211005124>
- Yue, X. D., Wing-Yin, K. L., Jiang, F., & Hiranandani, N. A. (2014). Humor styles, self-esteem, and subjective happiness. *Psychological Reports*, 115(2), 517–525. <https://doi.org/10.2466/07.02.PR0.115c18z6>.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

