

The Happiness Level of Students from Borneo

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Abstract: The purpose of this study was to examine the happiness level of students from Borneo who actively involved in the regional organization in Malang. This study applied a quantitative descriptive design using a survey approach. The subjects involved in this study were 30 students aged between 17-22 years of age and the technique used is simple random sampling. The data was collected using the Oxford Happiness Questionnaire (OHQ). Then, the data was analyzed using the Statistical Analysis of Frequency Data. The results of the study showed that the happiness level of students from Borneo who actively involved in the regional organization in Malang is on an average at 63.3% (19 students) and for others its 36.7% (11 students).

Keywords: Happiness, students

Introduction

Students are individuals who are in the stage of early adulthood development. In early adulthood stage, students will be faced with new worlds and new problems eventually. In this time, students are considered capable of making decisions for their future. This is based on the ability of students who should have been able to know the abilities and responsibilities that must be carried on (Santrock, 2012). Happiness can be obtained through fulfilling students' needs and developmental tasks. Students' happiness is defined as self-willing to accept everything by having positive emotions. In addition, students' happiness means to adjust to themselves and their environment. Thus, the students are able to place themselves between the existence of need and expectation (Papalia & Feldman, 2014).

Students in early adulthood period are in transition from adolescence and adulthood stages. During this transition period, students are faced with many changes that can interfere with their efforts to get happiness. Therefore, students must be able to adjust to all changes in the environment. Individuals who are able to adapt and be able to interact well, in the end, affect happiness in their early adulthood stage (Hurlock, 1980)

In living a life, there are lot of things happening, such as positive and negative events. While encountering these situations, an individual reacts by involving emotions which are both positive and negative. According to (Hume, 2001), emotions are intense feelings directed at someone or something. Emotions can be distinguished in positive and negative values. Among them are neutral values. Neutral emotions are a category of emotions that are not clearly in a dynamic position. Sometimes it can be as a positive emotion and negative emotion, such as shocked and astonished.

Positive emotions play a role in triggering the emergence of emotional well-being and facilitate the adjustment of negative emotions. If an individual's emotion is positive, then he or she will find it easier to manage negative emotions that suddenly come. An individual feels happy, even if the situation around him

or her is very not friendly (B L Fredrickson, 2001). Positive emotion is the basis for the conception of hedonic happiness, or subjective well-being (SWB). Positive emotions also contribute to physical health, successful performance, and psychological well-being described by eudaimonic perspectives. A person with a happy feeling has a better perspective and point of view than someone who is unhappy (Snyder & Lopez, 2007).

The description of individuals with true happiness is when they are able to identify and process their basic strengths and apply them in their daily lives, both in work, peace and environment (Seligman & Csikszentmihalyi, 2000). An individual with a happy feeling is healthier, has better immunity function and fewer cardiovascular diseases. There is evidence that individual with happy feelings lives up to ten years longer than an individual with less happy feeling (Baumgardner, S. R., & Crothers, 2010).

In addition, happiness leads to better mental health, greater resilience, and increased capacity to deal with difficulties and trauma (Lama & Howard C. Cutter, 2009). Lack of happiness makes individuals look moody and like isolating themselves from the surrounding environment. When feeling gloomy, individuals become easily suspicious, being alone, and defensive by focusing on their own needs, while selfishness is more a characteristic of sadness than happiness (Gilman, Huebner, & Furlong, 2009).

Literature Review

Happiness

In living a life, each individual always hopes to get happiness, because humans are created with hearts and minds that have desires. This makes humans always strive to achieve happiness. Based on (Hurlock, 1980), happiness arises from fulfilling needs or expectations and is a cause or means to enjoy a life. Happiness can be obtained if the needs and expectations can be achieved. Through this fulfillment, individuals will get satisfaction as a form of happiness. The satisfaction makes the individual able to enjoy his life calmly and peacefully.

Happiness is in the form of feelings of pleasure, peace and includes in its well-being, peace of mind, life satisfaction and the absence of distress or suffering feelings. Happiness is an important thing in life without restricting individual's age (Rusydi, 2007). Happiness is also defined as a positive psychological state characterized by high degrees of life satisfaction, positive affect, and low degrees of negative affect (Carr, 2004)

(Veenhoven, 2003) defined happiness as the degree of the designation of a pleasant quality of life from someone. Veenhoven also added that happiness may be called by life satisfaction. Happiness is a latent construct that is generally best indicated through the level of life satisfaction. Happiness is also defined as the superiority of positive effect in negative emotions and as a whole life satisfaction. (Myers, 2010) suggested that there are four characteristics that always exist in people who have happiness in their lives, namely being able to respect themselves, having high optimism, being open and able to control themselves.

In its development, the word 'happiness' becomes increasingly popular and everyone has a goal to achieve happiness (Lama & Howard C. Cutter, 2009). This is in line with the opinion of (Layard, 2005) that one of the goals of one's life is to achieve happiness. Moreover, (Layard, 2005) explained that the highest purpose of life is to become rich and happy. Happiness brings peace and satisfaction in life. The higher an individual's expectation and needs the more that may be achieved.

Students' happiness

Everyone dreams about happiness. This positive emotion provides a calming effect and promotes a healthy personality. Happiness is the pleasure and tranquility of life physically and mentally. Happiness can be achieved by fulfilling the needs and expectations of the people. Therefore, individuals are willing to work hard to get happiness (Snyder & Lopez, 2007)

Many ways can be accomplished to feel happy. These methods sometimes have an effect of happiness that is only temporary or even has an unfavorable impact, such as happiness gained from drugs and free sex (Tomé, Matos, Simões, Diniz, & Camacho, 2012). Happiness can be achieved by anyone, including in early adulthood stage. Individuals who have entered early adulthood period are considered independent and have responsibilities (Santrock, 2012)

In addition, individuals early adulthood period are considered to have been able to make decisions for their lives that affect themselves and others (Hurlock, 1980). Early adulthood is a period that has various problems. This is due to the many new changes that must be faced. Developmental tasks must be accomplished by students in early adulthood period (Papalia & Feldman, 2014)

Students in early adulthood stage are considered capable of making the decision in their lives. This is in accordance with their personal and social development which is getting mature. Students who are able to make decisions should be able to carry it out well because decisions made are considered to be in accordance with

their abilities and expectations. In reality, not all of them can carry out the decision properly, or even bring up a failure because the decision can lead to unhappiness (Maharani, 2015).

Meanwhile, students who are less happy tend to have less healthy personalities and physical health is also disrupted (Baumgardner, S. R., & Crothers, 2010). Unhealthy personality makes students vulnerable to depression as a result of a lack of happiness. Students become often moody so that their social life is disrupted. Students become unable to empathize with themselves or others (Gilman et al., 2009). Besides, this also results in disruption of the achievement of development tasks in early adulthood stage and in the future (Santrock, 2012).

Method

The study applied a quantitative descriptive design using a survey approach to examine the happiness level of students from Borneo in Malang City, East Java.

The subjects involved in this study were 30 students aged 17-22 years old using simple random sampling technique. They are coming from Borneo who actively involved in the regional organization in Malang.

Happiness is a psychological concept which refers to positive emotions and activities. The instrument used to collect the data was the Oxford Happiness Questionnaire (OHQ) consisting of 29 items in the form of Likert Scale with a reliability value of 0.844. Each item consisted of five options, namely 1) Very Improper; 2) Improper; 3) Neutral; 4) Proper; and 5) Very Proper.

The procedures in this study are: 1) determining theme of the study; 2) reviewing the related literature; 3) adopting the existing scale which is reliable and valid; 4) distributing scale to the participants; and 5) analyzing the data using range scale with percentage method.

Results

The results of the study showed that the happiness level of students from Borneo who actively involved in the regional organization in Malang is categorized average of 63.3% (19 students) and high of 36.7% (11 students). These results showed that the students are satisfied with their needs and expectation. It is in accordance with Hurlock's statement (1980), happiness emerges from needs and expectation fulfillment. The happiness also arises due to satisfaction on self, family, co-worker, health, finance, occupation, and spare time (Carr, 2004).

Discussion

Happiness is an important thing and everyone wants to achieve it (Lama & Howard C. Cutter, 2009) when feeling happy makes an individual more optimistic and having positive emotions (Barbara L. Fredrickson, 2000). Based on a study conducted by (Herbayanti, 2009), the factors that influence happiness in teenagers are optimistically to gain support from others, to make a parent happy, being together and being healthy all the

time. However, stress can reduce the happiness level of an individual.

According to (Hassanzadeh & Mahdinejad, 2013), there is a correlation between happiness and achievement motive among students. Meanwhile, (Rahayu, 2016) stated that one of the factors that influence happiness is education level.

Based on the discussion above, the researcher did not analyze the happiness level based on category. It occurred due to the researcher's limitation and problems faced in the empirical field. Moreover, the researcher only involved some population and not represents all population of students from Borneo who is studying in Malang.

Conclusion

This study was conducted to investigate the happiness level of students from Borneo in Malang City. The results of the study showed that the happiness level of students from Borneo who actively involved in the regional organization in Malang is categorized average of 63.3% (19 students) and high of 36.7% (11 students). The next researcher is expected to analyze two aspects of happiness (cognitive and affective aspects) in more specific and detailed manner.

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