



RELATIONSHIP BETWEEN HAPPINESS AND SELF-ADJUSTMENT STUDENTS IN YOGYAKARTA

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Abstract

This study discusses the relationship between happiness, education, and self-adjustment in university students in Yogyakarta. The data collection method used was a survey by distributing questionnaires to respondents. The results showed that happiness has a positive relationship with education and self-adjustment, and education also has a positive relationship with self-adjustment. The research was conducted on university students in Yogyakarta. This paper also provides a solid basis for further research on the same topic by presenting findings that can serve as a foundation for further research. This research explores the concept of happiness, its impact on individuals, and the importance of self-adjustment in achieving happiness. The article also discusses university students' challenges in adapting to a new environment.

Keywords: Happiness, Self-Adjustment, Students

INTRODUCTION

The progress of time, as evidenced by educational indicators such as student learning, needs to be revised to describe accurate happiness levels. Happiness is crucial in student development, particularly in their psychological well-being. (Affandi et al., 2020). In general, (Autoridad et al., 2021) According to the theory, happiness is defined by the presence of three components: positive emotions, satisfaction, and the absence of negative emotions such as depression or anxiety. Happiness has a positive impact on many aspects of life and plays a crucial role in the psychological development of students. (Affandi et al., 2020).

In a broader sense, being reasonable means being able to participate in society, being mobile, and having the freedom to choose who one wants to be and what one wants to do. The modern welfare state is based on the belief that people can be happier by improving their living conditions. (Social, 2020). Happiness is considered an essential factor in student success, both academically and personally. Ensyek defines happiness as a collection of pleasures without feelings of sadness. Additionally, happiness and vitality are innate desires of humans. (Anas & Fadhilah Umar, n.d.).

Education is a crucial factor in human survival and a nation's development. (Maryanti et al., 2017). One issue with our education system is the need for more emphasis on developing critical thinking skills. The classroom learning process focuses on memorization rather than requiring students to understand or apply it to their daily lives. Education is a crucial investment for any developing nation

seeking progress. It encompasses all the efforts made by educators to facilitate the learning process in students.

Based on this description, the school is an environment that can be controlled, especially by the government, to create an atmosphere that fosters happiness in students, particularly adolescents. Good educational conditions and situations allow students to experience happiness, which can cultivate positive thoughts and feelings. Universities and other educational institutions aim to foster an environment that promotes students' overall well-being, as it can enhance their learning experience. Efforts such as providing greater access to student well-being services and psychological support and promoting a balanced lifestyle can help create happier and more effective learners. When students enter college, they will encounter new experiences, meet new people, assume new roles and statuses, and interact with peers and individuals in the college environment. Many students choose to attend universities outside their area of residence for various reasons, such as attending prestigious universities, the unavailability of universities, or seeking new experiences. When students decide to attend a university in a different area, they must leave their current residence and part with their family, friends, and surroundings. It is important to note that these feelings are common and can be managed with proper support. It can cause them to experience anxiety, depression, loneliness, and withdrawal as they adapt to a new environment. (David & Nită, 2014).

First-year students often experience fear and sadness when they live away from their parents and hometown for the first time. It is commonly referred to as homesickness. It is important to note that these feelings are normal and can be overcome with time and support. First-year students often experience fear and sadness when they live away from their parents and hometown for the first time. It is expected to spend time with friends who are also studying in the same city. This method has been proven effective, but it is important to note that the feeling of homesickness may return once the activities are finished.

Language and cultural barriers can cause difficulties in communication and socialization, leading to loneliness due to a lack of suitable friends. Additionally, financial management can be a challenge when living independently from parents, as individuals must be able to meet their own needs, such as finding food and fulfilling other necessities. First-year students often struggle to feel secure as they are far from their families and find it difficult to trust others.

The challenges that students will face require self-adjustment skills. If new students adapt quickly to the new environment, it will positively impact their learning process and psychological development. (Wang et al., 2006). Students who successfully adjust themselves will have a positive impact, such as increased psychological well-being (Wang et al., 2006).

Based on the description above, the author is interested in “the relationship between happiness and self-adjustment in Yogyakarta students”, as indicated by the title.

LITERATURE REVIEW

According to the theory (Huta & Waterman, 2013), happiness is temporary and dependent on internal and external conditions. The Eudaimonia theory posits that happiness is related to achieving goals, personal growth, and fulfilling one's potential. Happiness can positively impact individuals, particularly those with positive thoughts and emotions, as they tend to be more intelligent, motivated, and likely to succeed. (Peterson et al., 2005) The classification of positive emotions includes three categories: those related to the past, present, and future. Positive emotions related to the future include optimism, hope, confidence, and trust. Positive emotions related to the past include satisfaction, fulfilment, pride, and serenity, while positive emotions related to the present are simply pleasure. At higher contrasts, pleasure is derived from more complex activities and includes feelings such as happiness.

(Seligman, 2010) happiness is the experience of positive emotions and engagement in personally meaningful activities. It is important to note that subjective evaluations will be excluded from this definition. Seligman defines happiness as the experience of positive emotions and engagement in activities that are personally meaningful. According to (Edwards et al., 2007), happiness is a positive emotional state defined subjectively by each person. The definition of happiness is difficult to pin down because it varies from person to person. Happiness is often associated with hedonic aspects, meaningfulness, and authenticity. It is assessed subjectively and globally as a measure of one's happiness. This idea originates from the fact that happiness is evaluated using individuals' subjective criteria. (Sheldon & Lyubomirsky, 2007) says that a person can feel unhappy even though their life is surrounded by comfort, love, and prosperity. On the other hand, a person can still feel happiness even though his life is full of obstacles, tragedy, unhappiness, and the absence of love. According to Biswas (Diener et al., 2007), it refers to the overall quality of life, including good health, creativity, income, and a positive work environment. It is important to note that these factors contribute to a person's overall well-being and should be evaluated objectively.

Students aim to achieve effective and efficient learning methods that lead to happiness. According to (Schneiders, 1964), Self-adjustment is a process that involves mental and behavioural responses. The individual attempts to successfully overcome their internal needs, tensions, conflicts, and frustrations to achieve a level of harmony between their inner self and the expectations of their environment. Self-adjustment is a complex psychological construct encompassing an individual's reactions to external and internal demands. (Schneiders, 1964). (Sobur, 2003) explains that self-adjustment is the ability to establish satisfactory relationships between individuals and their environment. As humans grow and develop, they have various needs that must be fulfilled in diverse ways.

This diversity in fulfilling needs demonstrates the variety of human self-adjustment patterns. The fulfilment of human needs describes their adjustment patterns. This process of fulfilling needs is a process of self-adjustment.

METHOD

The research employed a survey method to collect data. Respondents were given a written questionnaire with a list of questions to answer. The questionnaire included questions about the respondent's profile and several sections with multiple question items.

RESULTS AND DISCUSSION

R-Square Test

R-squared is a measure of the strength of the prediction of the structural model. It indicates whether the exogenous latent variable has a substantive effect on the endogenous latent variable. R-squared values of 0.67, 0.33, and 0.19 indicate strong, moderate, and weak models. (Ghozali, Imam, 2015).

Table 1 R-Square Test

| | R Square | R Square Adjusted |
|------|----------|-------------------|
| KBH | 0.095 | 0.086 |
| PDKN | 0.858 | 0.852 |
| PD | 0.603 | 0.601 |

The table above shows that the r-square value for happiness is 0.095, indicating that other variables explain 89% of the variance. The r-square value for education is 0.858, indicating that other variables explain 28.9% of the variance. The r-square value for self-adjustment is 0.603, indicating that other variables explain 39.7% of the variance.

Second Order Confirmatory Test

A bootstrapping procedure is performed to assess the significant influence between variables. This method involves resampling all of the original samples. The relevant value used in this procedure is the two-tailed t-value of 1.96.

Table 2 Second Order Confirmatory Test

| | Original Sample | Sample Mean | Standard Deviation | T Statistics | P Value | Ket |
|-------------|-----------------|-------------|--------------------|--------------|---------|-------------|
| KBH -> PDKN | 0.300 | 0.296 | 0.061 | 4.898 | 0.000 | Berpengaruh |
| PDKN -> PD | 0.190 | 0.189 | 0.077 | 2.485 | 0.013 | Berpengaruh |
| PD -> KBH | 0.160 | 0.157 | 0.070 | 2.293 | 0.022 | Berpengaruh |

The table above explains that the happiness construct has a t-statistic of 4.898, more significant than 1.96, and a p-value of 0.000, less than 0.05, indicating that the hypothesis is accepted. Similarly, the education construct has a t-statistic of 2.485, more significant than 1.96, and a p-value of 0.013, less

than 0.05, indicating that the hypothesis is accepted. Finally, the self-adjustment construct has a t-statistic of 2.293, more significant than 1.96, and a p-value of 0.022, less than 0.05, indicating that the hypothesis is accepted. Therefore, all variables have a positive effect on happiness.

CONCLUSION

Based on this research, happiness has a positive relationship with education, meaning that educated students will experience increased happiness. Education has a positive relationship with self-adjustment; this means that education increases for students who can adjust themselves. Self-adjustment has a positive relationship with education, so happiness increases for students who can adjust themselves. This research provides a deeper understanding of happiness, its impact on individuals, and the importance of self-adjustment in achieving happiness, especially in college students.

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