

THE ROLE OF HAPPINESS AND GRATITUDE ON SUBJECTIVE WELL-BEING AMONG STUDENTS

M. Zuhdi Zainul Majdi¹, Sulma Mafirja², Hj Sa'adah³

¹Hamzanwadi Pancor Islamic Institut

²UIN Ar - Raniry Banda Aceh

³STAI Kuala Kapuas

Corresponding Email: zainulmajdi930@gmail.com

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Abstract

In one's life, subjective well-being is essential. People take a variety of actions to feel comfortable in their lives. Happiness and gratitude can have an impact on one's subjective well-being. The goal of this study was to analyze the correlation among students' subjective well-being and their levels of happiness and gratitude. A quantitative method of explanatory correlation is used in this research. applying purposive sampling to sample the subject. There were 110 respondents in this survey. Three instruments the happiness scale, the gratitude scale, and the subjective well-being scale are used to collect data. SPSS was used for data analysis, namely multiple linear regression. The results of this study indicate that among college students, happiness and gratitude are significantly correlated with subjective well-being. The degree of students' subjective well-being increases with their level of happiness and gratitude.

Keywords: *Happiness, Gratitude, Subjective Well-Being in college Students*

Introduction

Subjective well-being is an important thing in a person's life. People do various things to feel prosperity in their lives. Every human being strives to create a prosperous life, both physical, social and psychological conditions so that the quality of life improves, including students. Students are teenagers who experience the transition from high school to college (Santrock, 2012). The importance that teenagers have on psychological well-being is not in line with existing reality. Based on a study on the level of subjective well-being in student subjects, it shows that 57.33% of subjects have subjective well-being in the medium category (Kulaksizoglu & Tpouz, 2014). Prabowo (2017) confirmed that the psychological well-being of teenagers in Indonesia is still relatively low. Strengthened by Kurniasari, Epi. et al (2019) psychological well-being among accounting education students at the Indonesian Education University is around 16% 2 in the high category, then around 46% is in the medium category, and around 38% is in the low category. Some students have problems with costs, so they try to ease the burden on their parents and encourage students to study while working. This causes students to have to carry out two activities at once, namely studying and working. (Mardelina, 2017)

Utami., et al (2018) said that the well-being of adolescents is very important because as an important component in understanding their quality of life, subjective well-being can protect adolescents from negative effects on stressful situations such as depression, anxiety, loneliness. Subjective well-being consists of cognitive dimensions that reflect life satisfaction and emotions that are characterized by positive and negative affect (Siedlecki, 2014). perception and evaluation of one's own affection which is a

reaction to something as a result of thinking about satisfaction and happiness. Diener (2015). Lopez and Snyder (2012) define subjective well-being as a person's cognitive and affective evaluation of their life.

High subjective well-being is seen in individuals who have low levels of stress, high levels of happiness and levels of satisfaction felt in life (Ramadhani et al, 2018; Nugraha, 2020). Low subjective well-being makes individuals feel unhappy, anxious, and always think negatively (Kusprayogi & Nashori, 2017). Individuals can achieve their life goals if they feel happiness, well-being, satisfaction and positive emotions towards their life (Al-Karimah, 2015). Happiness is an important aspect in building subjective well-being (Safaria, 2018).

Based on a preliminary study conducted on students of the Faculty of Social Sciences and Islamic Communication, Hamzanwadi Pancor Islamic Institute, data was obtained that the behavior of comparing oneself with others is one of the behaviors that must be avoided and should be eliminated. Because basically every human being has different levels of ability and success. Especially when someone compares themselves with other people, this has an impact on their psychology, namely they tend to feel sad and blame themselves. This is very urgent because it has a psychological impact

Bukhari and Khanam (2015) stated that happiness is part of subjective well-being. The term subjective well-being in positive psychology literature is often used interchangeably with happiness (Lopez, Pedrotti, & Snyder, 2018). Kuniyo, et al. (2020) in their research shows that there is a relationship between happiness and subjective well-being where happiness is a positive physical condition where the level of positive emotions is higher than negative emotions so that teenagers with high subjective well-being categories have high happiness, and teenagers with low subjective well-being categories have low happiness. Reinforced by Fadhillah, (2017) shows that from the research results it can be concluded that there is a positive correlation between psychological well-being and happiness. This means that the higher the psychological well-being, the higher the happiness and vice versa.

Subjective well-being can be influenced by gratitude. Individuals with a great sense of gratitude will tend to have greater happiness compared to other individuals. Grateful individuals view difficulties with a positive attitude and strong feelings (Hemarajareswari & Gupta, 2021). McCanlies et al. (2018) also explained that there is a relationship between gratitude and levels of life satisfaction and happiness. A grateful individual accepts and also appreciates everything he currently has. Gratitude is also known as gratitude. Emmons & McCullough (2012) gratitude is a form of feeling and gratitude for life experiences received interpersonally with other people or transpersonally with God.

Research conducted by Pramithasari & Suseno (2019); Irsyad et al (2019); Panggagas (2019) looked at the relationship between gratitude and subjective well-being. The results of this research show that gratitude is positively related to subjective well-being. This means that the higher the subjective well-being, the higher the feeling of gratitude. However, on the other hand, there is research which says that gratitude has no effect on subjective well-being. Prabowo (2017) found that there was no significant relationship between gratitude and psychological well-being.

Based on the findings from a series of preliminary studies regarding phenomena that occur among students as well as the literature review that has been carried out, it is necessary to conduct further research to confirm the correlation of happiness, gratitude and patience with subjective well-being

Method

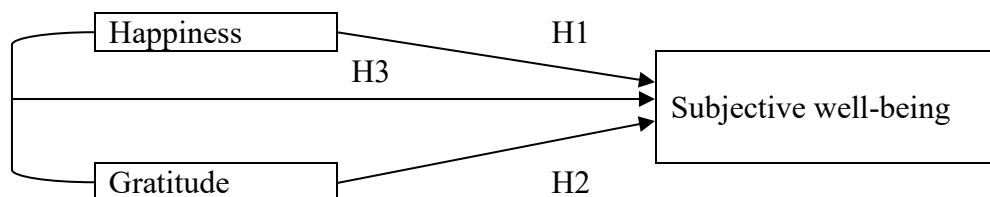
This research uses quantitative methods with type explanatory correlational. Quantitative research is research that emphasizes numbers and quantitative data in analysis in the form of numbers collected through a measurement process and then processed using statistical methods (Azwar, 2017). Correlational research is to determine the relationship between the independent variable and the dependent variable (Sugiyono, 2017). Explanatory aims to test a theory or hypothesis in order to strengthen or even reject the theory or hypothesis resulting from previous research. The sampling technique used is proportional stratified random sampling. Proportional sampling or namely, in determining the sample, the researcher takes representatives from each group in the population whose number is adjusted to the number of subject members in each group (Arikunto, 2011). Stratified sampling is a method of drawing samples for populations that have heterogeneous characteristics or the characteristics of the population vary (Sugiyono, 2017). Random sampling or random sampling. This technique is also called haphazard, indiscriminate, objective, so that all elements of the population have the opportunity to become research samples (Taniredja and Mustafidah, 2012).

This research has two independent variables, namely happiness and gratitude, one dependent variable, namely subjective well-being. The subjects in this research were students of the Faculty of Da'wah and Communication, Hamzanwadi Pancor Islamic Institute. Sugiyono (2017) stated that the appropriate sample size in research is between 30 and 500. Ferdinand (2014) stated that the appropriate sample size ranges from 100 to 200 respondents. Considering the opinions of experts, the sample of respondents was 110.

The research instrument used uses instrument adaptation for each variable. Measurement of subjective well-being uses the satisfaction with life scale from Diener, E., Robert A. Emmons., Randy J. Larsen & S, Griffins. (1985). The scale consists of 5 items and has a reliability level of α value of 0.7. The gratitude instrument uses the Gratitude Questionnaire-Six Item Form (GQ-6) scale from (McCullough et al., 2002). This scale consists of 6 items. The GC-6 scale has a reliability level of α value of 0.81. Happiness was measured using The Oxford Happiness Questionnaire (OHQ) from (Hills & Argyle, 2002). This scale is categorized into 29 items with a reliability value of α 0.80

The reason for using this scale is because it is widely used by other researchers in testing the same variables. Apart from that, the indicators in the instrument also refer to the same theory and have been tested for validity and reliability. Data analysis used multiple linear regression based on SPSS version 22. The research framework for the correlation of happiness, gratitude and patience with subjective well-being is presented in figure 1

Figure 1. Research Framework



Result and Discussion

The research aims to determine the correlation between happiness and gratitude and subjective well-being among students at the Hamzanwadi Pancor Islamic Institute. The respondents included were students of the Faculty of Social Sciences and Islamic Communication with a total of 110 respondents as described in table 1.

Table 1. Characteristics of Respondents

Variable	Level	Number of Respondents	Percentage	Mean	SD
Happiness	Mild	-	-	75.55	7.00
	Medium	45	40,90%		
	High	55	59,10%		
Gratitude	Mild	-	-	19.34	4.07
	Medium	35	31,81%		
	High	75	68,19%		
Subjective well-being	Mild	-	-	16.37	2.47
	Medium	25	22,72%		
	High	85	77,28%		

Based on the characteristics of respondents from 110 students with the happiness variable, it shows that there are 45 students with a percentage of 40.90% included in the moderate happiness category and 55 students with a percentage of 59.10% included in the high happiness category with an average level of happiness of 75.55 ($m = 75.55$, $sd = 7.00$). The gratitude variable shows that there are 35 students with a percentage of 31.81% included in the moderate gratitude category and 75 students with a percentage of 68.19% included in the high gratitude category with an average level of gratitude of 19.34 ($m = 19.34$, $sd = 4.07$). Furthermore, the subjective well-being variable shows that there are 25 students with a percentage of 22.72% included in the moderate subjective well-being category and 85 students with a percentage of 77.28% included in the high subjective well-being category with an average subjective well-being level of 16.37 ($m = 16.37$, $sd = 2.47$).

Classical assumption testing is a prerequisite test carried out before continuing hypothesis testing. In multiple linear regression, the prerequisite tests used include the normality test, heteroscedasticity test and multicollinearity test, which can be seen in tables 2, 3 and 4.

Table 2 One-Sample Kolmogorov-Smirnov Test

N	110
Asymp. Sig. (2-tailed)	103 ^c

The Normality Test in the regression model is used to test whether the residual values resulting from the regression are normally distributed or not. If the 2-tailed Asymp Sig value is > 0.05 , then the residual data value is normally distributed. If the 2-tailed Asymp Sig value < 0.05 , then the residual data value is not normally distributed. Based on the results of the Kolmogorov-Smirnov test, a significance value of 0.10 is greater than 0.05, so it can be concluded that the data is normally distributed.

Table 3 Heteroscedasticity Test

Coefficients	Sig.
	0.82

The heteroscedasticity test shows that the variance of the variables is not the same for all observations. A good regression model if there are no symptoms of Heteroscedasticity. If the significance value (Sig) is > 0.05 , then there are no symptoms of heteroscedasticity. If the significance value (Sig) < 0.05 , then symptoms of heteroscedasticity occur. Based on the results of the heteroscedasticity test, a Sig value of $0.82 > 0.05$ is obtained, so it can be concluded that heteroscedasticity does not occur.

Table 4 Multicollinearity test

Model	Tolerance	VIF
Happiness	.606	1.649
Gratitude	.606	1.649

Dependent Variable: Subjektive well-being

The multicollinearity test is used to see whether the independent variables contained in the regression model have a perfect or near perfect linear relationship (the correlation coefficient is high or even one). A good regression model if there are no symptoms of multicollinearity. If the tolerance value is > 0.10 , it is concluded that there is no multicollinearity. If the tolerance value is < 0.10 , then it is concluded that multicollinearity has occurred or if the VIF value is < 10 , then multicollinearity has not occurred. If the VIF value is > 10 , then multicollinearity occurs. Based on the results of the multicollinearity test for the two independent variables, the tolerance value = $0.60 > 0.10$ and $VIF = 1.64 < 10$, it can be concluded that there is no multicollinearity.

Testing the correlation hypothesis between independent variables can explain the dependent variable, in this case the correlation between happiness and gratitude and subjective well-being in students, which can be seen in tables 5

Table 5. Hypothesis Testing

Model	t - count	t - table	F	p	R
Model Summary					.56
Happiness	2.99	1.65		$< 0,05$	
Gratitude	3.06	1.65		$< 0,05$	
Happiness and Gratitude			24,63	$< 0,05$	

Dependent Variable: Subjective well-being

Based on the summary model, there is a value of $R = 0.56$, explaining that there is a 56% level of happiness and gratitude that can simultaneously influence subjective well-being in students and the remaining 44% is influenced by other variables outside the research. In the t test related to the happiness variable on subjective well-being, there is a calculated t value = $2.99 > t \text{ table} = 1.65$, so happiness partially has a significant effect on subjective well-being in students. The t test related to the gratitude variable on subjective well-being shows a calculated t value = $3.04 > t \text{ table} = 1.65$, so gratitude partially has a significant effect on subjective well-being in students. Furthermore, in the F test related to the variable happiness and gratitude on subjective well-being, there is a value of $F = 24.63$ with $p < 0.05$, so happiness and gratitude simultaneously have a significant effect on subjective well-being in students

The description of the level of happiness, gratitude and subjective well-being of students depicted in table 1 shows that as many as 40.90% of students have a medium level of happiness, 59.10% have a high level of happiness and there are no students who do not have happiness. As many as 31.81% of students had a moderate level of gratitude, 68.19% had a high level of gratitude and there were no students who had no gratitude. Furthermore, 22.72% of students had a moderate level of subjective well-being, 77.28% had a high level of subjective well-being and there were no students who did not have subjective well-being. From these results, it can be concluded that the majority of students

have levels of happiness, gratitude and subjective well-being in the medium and high categories

Correlation of Happiness with Subjective Well-being in Students

Happiness is a variable that partially has a significant effect on subjective well-being in students. Happiness is a way of life that can make individuals fulfill all their potential and be able to move towards a good human life. Therefore, happiness does not only depend on pleasure, wealth and religious beliefs (Franklin, 2010). Seligman (2011) said the three basic elements of happiness are positive emotions, engagement and meaning.

Bukhari and Khanam (2015) stated that happiness is part of subjective well-being, which is a subjective view of an individual's overall life. Subjective well-being is a broad description that refers to all forms of positive affectivity and low levels of negative affectivity. Positive affective components, such as joy, gratitude, and meaningfulness and negative affect such as anger, sadness, and worry. The cognitive component refers to a person's life satisfaction (Diener, et.al, 2015). One of the positive benefits of having a high level of subjective well-being is the benefits for health and endurance, where happy people tend to be healthier, do not get sick easily, tend to live longer, and can control themselves (Diener & Chan, 2011). Meanwhile, individuals with low levels of subjective well-being tend to have negative emotions, feeling unhappy and dissatisfied with their lives. The risk can cause anger, anxiety, and even depression (Diener & Tay, 2015)

The results of this study support previous research conducted Fadhillah (2017) ; Kuniyo, etc. (2020) ; Ramadhani & Hadiyati (2018) shows that there is a positive relationship between happiness and subjective well-being. It means The higher a person's level of happiness, the higher the subjective well-being experienced. Vice versa, the lower the level of happiness, the lower the subjective well-being experienced. The term subjective well-being in positive psychology literature is often used interchangeably with happiness (Lopez, Pedrotti, & Snyder, 2018). So it can be said that the subjective well-being developed by individuals also plays a role in forming their personality and makes it possible to influence the individual's happiness (Mcshane & Glinow, 2010; Thomas & Tankha, 2017).

Correlation of Gratitude with Subjective Well-being in Students

Gratitude has a partial and significant effect on subjective well-being in students. Wibisono (2017) stated that subjective well-being is influenced by factors, one of which is the gratitude that an individual has. Gratitude is the formation of pleasant emotions that are realized by individuals as recognition of the efforts or benefits of the surrounding environment (Emmons & McCullough, 2004). According to Aisyah and Chisol (2018), gratitude is a feeling that develops into traits, attitudes, habits, good morals, personality so that it has an influence on individuals in responding to certain things or circumstances. The role of gratitude is also seen in individual psychology due to the high importance of gratitude in defining well-being and improving well-being (Behzadipour, Sadeghi, & Sepahmansour, 2018)

Gratitude can help individuals to overcome any situation and condition in their life. Subjective well-being is an evaluation of the dimensions of life. Gratitude causes a person to have high subjective well-being. Gratitude affects physical and physiological well-being. When individuals remember their gratitude every week and pray with gratitude, they tend to live their lives better and are more optimistic (Putri, Sukarti, & Rachmawati, 2016).

The results of this study support previous research conducted Gaol & Darmawanti (2022);Novianti & Purwanto (2022);Anjani 2020) ; Aisyah & Chisol(2020);Kurnianita

(2018);Rahmania, et al (2019);Mutmainah & Fauziah (2022) shows that there is a positive relationship between gratitude and subjective well-being. It means The higher a person's level of gratitude, the higher the subjective well-being experienced. Vice versa, the lower the level of gratitude, the lower the subjective well-being experienced. Emmons (2007), states that being grateful can make someone better, they can become wiser in facing every problem.

Correlation of Happiness and Gratitude on Subjective Well-being in Students

Happiness and gratitude simultaneously have a significant effect on subjective well-being in students. Lopez and Snyder (2012) define subjective well-being as a person's cognitive and affective evaluation of their life. Subjective well-being is the perception and evaluation of one's own affection which is a reaction to something as a result of thinking about satisfaction and happiness. Diener (2015).

Subjective well-being is influenced by happiness and gratitude. Nelson-Coffey, (2020) has found that gratitude and happiness are always strongly correlated. Several studies show that gratitude is related to happiness. Eriyanda and Khairani (2017) showed that there is a significant positive correlation between gratitude and happiness. Strengthened by Witvliet (2018) who conducted research on gratitude and happiness. The results of his research illustrate that gratitude is a predictor of hope and happiness. This indicates that being grateful can provide happiness.

The results of this study support previous research conducted Rihardini (2022); Prabowo & Laksmiwati (2020) shows that there is a positive relationship between happiness and gratitude with subjective well-being. It means the higher the level of happiness and gratitude of a person, the higher the subjective well-being experienced. Conversely, the lower the level of happiness and gratitude, the lower the subjective well-being experienced. Individuals with a great sense of gratitude will tend to have greater happiness compared to other individuals. Grateful individuals view difficulties with a positive attitude and strong feelings (Hemarajareswari & Gupta, 2021).

Conclusion

Based on the research results obtained, it can be concluded that in the happiness variable for subjective well-being, there is a calculated t value = $2.99 > t$ table = 1.65 , so happiness partially has a significant effect on subjective well-being in students. In the variable gratitude for subjective well-being, there is a calculated t value = $3.04 > t$ table = 1.65 , so gratitude partially has a significant effect on subjective well-being in students. Furthermore, in the variable happiness and gratitude towards subjective well-being, there is a value of $F = 24.63$ with $p < 0.05$, so happiness and gratitude simultaneously have a significant effect on subjective well-being in students.

This research is only limited to the level of happiness and gratitude with subjective well-being in students so there is a need for a more in-depth study of the factors that influence subjective well-being. It is recommended to use or add variables that have not been included in the research

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Author Contributions Statement

The author's contributions are as follows: MZZM is tasked with developing research ideas, contributing to research quality checks and compiling research articles. SM is tasked with developing instruments and HS is tasked data analysis.

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