Journal Universitas Muhammadiyah Gresik Engineering, Social Science, and Health International Conference (UMGESHIC)

UMGCINMATIC : 1st Rethinking Education during Covid-19 Era: Challange and Innovation

FRAMEWORK: THE EFFECT OF FRIENDSHIP QUALITY AND SELF-ESTEEM ON HAPPINESS IN LATE TEENAGE STUDENTS

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ABSTRACT

Every individual is certainly inseparable from problems, be it personal problems or social problems that can affect to individual happiness. This problem also occurs in late teenage who are studying in college. In late teenage girls more often experience feelings of sadness, fear, and anxiety. The level of student happiness is influenced by friendship. This is shown by the phenomenon that occurs in students who experience sadness when they have friendship problems. In addition, self-esteem also affects their happiness. This is shown that the student feels less happy when unable to show his existence.

This study aims to find out the influence of the quality of friendship and self-esteem on happiness in the students of late teenage.

This research uses quantitative research types with survey methods. 228 female students are subject of this study. The scales used in the study are The Oxford Happiness Questionnaire (OHQ) Scale, The Friendship Quality (FQUA) Scale, and The Self Esteem Inventory (SEI) Scale. The data analysis used in this study is a multiple linear regression test.

Keyword: Happiness, Friendship Quality, Self-Esteem, Student, Late Teenage

I. INTRODUCTION

Every individual is certainly inseparable from problems, be it personal problems or social problems that will affect the happiness of the individual. Happiness has a high value and is the right of every individual (Samardi, 2018). In creating happiness requires interaction with other individuals in the surrounding environment. This is because basically humans are social creatures who cannot live without the help of others. Human life span begins from birth to death. There are several phases of development that must be passed, ranging from infancy, children, adolescents, adults, to old age (Desmita, 2008). Each developmental period is essential to be better understood comprehensively, but of all the phases of development, there is an interesting and attention-grabbing phase in its developmental tasks, namely adolescence (Santrock, 2007). Adolescence is a period of developmental transition between childhood and adulthood, involving biological, cognitive, and socio-emotional changes (Santrock, 2007). Desmita (2008) divides adolescents into three age ranges: early adolescence 12-15 years, mid-18-year-

old adolescence, and late adolescence 18-21 years. In late adolescence there is a more prominent interest in career, courtship, and exploration of self-identity than in early adolescence (Santrock, 2007).

Seifert and Hoffnung (1994) who call late adolescents with consolidation with the age range of 18-21 years who have carteristic adolescents float awareness of personal identity, which is the basis for understanding themselves and others, and to maintain a sense of autonomy, independence, and individuality (Desmita, 2008). At this stage of late adolescence development, it determines its development in adulthood. In the development of late adolescence the individual has begun to realize the inherent traits of him, such as his likes and dislikes, desired goals achieved in the future, the power and desire to control his own life (Desmita, 2008).

Late adolescence is considered a difficult transition to adulthood, and sensitivity to social change. This condition is what causes problems in late adolescence such as feeling isolated, empty, anxious, and worried (Desmita, 2008). Problems experienced by late teens can cause teenagers to have low levels of happiness. Rusdiana research (2017) shows that 11% of adolescents have a high concept of happiness, 30% of adolescents have the concept of moderate happiness, and 59% of adolescents have a low concept of happiness according to the indicator of happiness. With this percentage means that adolescents are still very vulnerable to problems related to their happiness both personally, interpersonally, and socially.

Happiness is a positive emotion that arises in a person because of feelings of calm, peaceful, peaceful, and so forth. Happiness can be seen physically as the expression shown by each individual. Seligman (2005) argues that happiness is a state in which individuals remember more pleasant events than events that for them are bad experiences. Happiness is a term to describe positive feelings in individuals (ecstasy and comfort) and positive activities that do not involve elements of feeling (goodness and engagement). Lymbomirsky and Lepper (1999) explain that happiness is a subjective and global judgment in judging oneself as a happy or unhappy individual, as well as how individuals perceive situations experienced in their lives.

Emotions in men and women show differences. In this case women often experience negative emotions, especially internalizing disorder, which is experiencing negative emotions in themselves. Women not only experience emotions, but also express them. Emotions that are often experienced by women are sadness, fear, anxiety, shame, and guilt (Amaliya, 2015).

Happiness is not simply the opposite of sadness, disappointment or things related to feeling bad in the individual. But a sense that can affect the individual before or after the event occurs. Teenagers will be happy when they are attentive from the surrounding environment. Teens will feel as if they've gotten the better of self-esteem, they'll feel more valued and understood, feel special, and can reduce sadness (Harmaini &Yulianti, 2014).

Late teens who are studying at Higher Education according to Azizah (2013) are in the phase of middle-level happiness, where the things that can bring their happiness are: (a)

Success, (b) Careers that can get rewards, (c) Finding one's identity, (d) Developing self-awareness. From the happiness that adolescents achieve, it can keep the individual away from problems or that can throw him into more serious problems.

This is in accordance with the phenomenon that occurs in students who consider that happiness comes from the surrounding environment such as parents and close friends. When students are able to show inconsistency in the surrounding environment will feel happier. But the level of happiness decreases when having problems with close friends or friends. The decrease in the level of happiness in students is also caused because it is not considered its existence by the surrounding environment. This makes self-esteem in students decrease.

Based on the above phenomenon needs to be researched because happiness is considered important by students. If the student has problems in his happiness will also have an impact on the psychological. In addition, happiness is also to support the process of education in college at the same time in his life.

II.   RESEARCH METHODS

The research method used in this research is quantitative research. Sugiyono (2016) argues quantitative research uses research data in the form of numbers and analyzed using statistics. The type of research used in this study is predictive correlational research. Rahman (2016) describes predictive correlational research showing that knowledge of a variable (independent or predictive variable) can be used to predict other variables (independent variables or kriterion).

The subject of this study was a student. The criteria of the study subjects are (1) active students of the Faculty of Psychology, University of Muhammadiyah Gresik, (2) age range 18 to 22 years, and (3) willing informed consent. Based on student data, the research subjects who fit the criteria amounted to 228 female students..

The scale used to measure happiness levels is the Oxford Happiness Questionnaire (OHQ) of 29 items developed by Hills and Argyle (2002). The scale used to measure friendship quality is friendship quality (FQUA) numbering 21 items compiled by Bukowski and Hoza (1989). While the scale used to measure self-esteem is self esteem inventory (SEI) amounting to 24 items compiled by Coopersmith (1967).

This study uses a content validity test. Indications of the fulfillment of the validity of the contents can be obtained through the validity procedure of the items in the test, which aims to estimate the feasibility of the items in the test to represent the components of the material content area measured (Azwar, 2018).

The realibility test used in this study was the Alpha Cronbanch test. The Alpha Cronbanch test has a provision based on the magnitude of the realibility coefficient (rxx') whose numbers are in the range from 0 to 1.00. The higher the realibility coefficient, the higher the 1.00, the higher the reliability. Conversely, a coefficient that gets lower near the number 0 means lower reliability (Azwar, 2008).

The study used multiple regression analysis. Double linear regression analysis is a

linear regression analysis with a number of independent variables or influence variables of more than one (double), while the relationship remains linear (Taniredja & Mustafidah, 2012). For the next process the statistical analysis process used in this study uses IBM Statistical Program for Social Science (SPSS) computer program tools for windows version 21.

III.   DISCUSSION

In the lives of teenagers, of course, they have experienced problems in their happiness. As teenagers with developmental tasks have a problem that will make their happiness decrease. Decreased teenage happiness can be due to the quality of friendship (Lyubomirsky & King, 2005; Demir, Dogan, & Procsal, 2013; Giletta, 2013; Theresa, 2016; Sandjojo, 2017; Nadhifah & Wahyuni, 2020; Hayu E., 2015) and self-esteem (Widodo & Pratitis, 2013; Julianto, Cahayani, Sukmawati, & Aji, 2020; Leonita, Hidayatullah, & Akbar, 2020; Yep & et al, 2021).

Hartup (2012) The quality of friendship is a friendship relationship that is determined by how a friendship works well and how one can solve existing problems well. High quality friendships are characterized by high helpful behavior, familiarity and other positive behaviors, and low negative behavior. Nadhifah and Wahyuni (2020) who found that happiness is influenced by the dimensions of intrinsic orientation, namely the dimension of hardiness and quality of friendship to happiness students. That is, individuals who have a high quality of friendship will feel happier, and vice versa..

The quality of friendship influences success in social interaction with peers (Berndt, 2002). Grace (2014) found high quality friendships will tend to be to share, trust each other, be open, and support each other, and sacrifice each other. Teenagers with high friendship quality will have high trust and vice versa. The quality of friendship in late adolescent girls was higher in intensity than in men. Because in late adolescence women will need more social support from peers to face their problems or just to help solve problems. Supported by research conducted by Angraini and Cucuani (2014) with the subjects of adolescents aged 17 to 21 years who explained that there is a difference between the quality of female friendships higher than in men..

The difference between men and women in terms of happiness, due to the difference in social roles they have. It also affects the experience and attitudes you have. It also includes differences in the way men and women express their emotions (Amaliya, 2015). In addition, self-esteem also has an impact on happiness. Self-esteem is one way of forming self-concept in individuals that will have a broad effect on one's attitude and behavior (Khasanah, Hadiyah, & Dewi, 2019). Widodo (2013) argues that individual self-esteem includes recognition from those around him. In line with Coopersmith's (1967) opinion that self-esteem is a belief that a person is capable, successful, valuable, and meaningful in the surrounding environment.

Yap, Rohaiza, Ying-Sum, Tan, and Wen-Yee (2021) who found a positive correlation between self-esteem and happiness. Self-esteem is closely related to

happiness in adolescents. That is, individuals who have a high level of self-esteem will feel happier compared to individuals who have low levels of self-esteem. Self-esteem makes others know about him, so as to create happiness in the individual (Julianto, Cahayani, Sukmawati, &Aji, 2020).

The quality of friendship can make people feel not alone in living their lives. Self-esteem makes others understand their existence. And, happiness makes people know about the meaning of their lives. These three variables are based on literature studies that have been presented by researchers with mutual influence. So in this case researchers are interested in conducting a study on the influence of the quality of friendship and self-esteem on the happiness of late teenage students.

So that after the study of literature by researchers, then to find out the influence of the quality of friendship and self-esteem on the happiness of late teenage students can be conceptualized with the following framework.
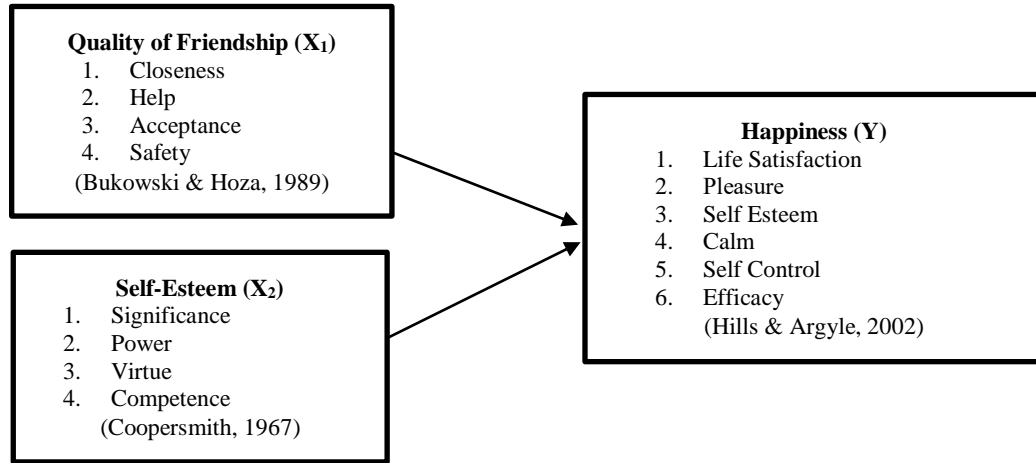
Gambar 1 Conceptual Framework

IV.   CONCLUSION

Based on the phenomena that occur and literature studies that have been done by researchers, happiness is influenced by the quality of friendship and self-esteem. In addition, happiness is also influenced by other factors, namely internal or external factors. The problem of happiness in late teenage students that occurs in accordance with the opinions of experts and previous research, which said girls are more prone to experience happiness problems. The problem of happiness in late teenage students based on phenomena adapted to the opinions of experts and previous research is sourced from close friends, family environments, and social environments.

Based on the results of literature conducted by researchers, this study is important to know the influence of the quality of friendship and self-esteem on the happiness of late teenage students. Because happiness is considered important by students because it is an important element in education. When students have problems, especially with their social environment, they will make them moody, anxious, sad, and depressed. Students who experience happiness problems will have an impact on their learning process.

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