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The Effect of Learning Achievement on Schadenfreude with Self Esteem

Mediation on Students of SMAN 1 Kebomas Grade Eleven

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ABSTRACT

This study aims to determine the effect of learning achievement on schadenfreude by mediating self-esteem in 11th grade students of SMA N 1 Kebomas. This study used a quantitative approach using incidental sampling technique and obtained 86 samples of 11th grade students from 243 students. The method of collecting data for the Schadenfreude and self-esteem variables was using a Likert scale and the learning achievement variable was using report cards. The scale validity test uses content validity and the scale reliability test uses Cronbach's Alpha technique. Hypothesis test using simple linear regression technique and mediation analysis test using JASP For Windows mediation analysis test. The results of this study indicate that the significant value of the self-esteem variable with the Schadenfreude variable is $0.004 < 0.05$, then H_0 is rejected and H_a is accepted, which means the effect of self-esteem on Schadenfreude is 30.7%, while for the learning achievement variable with the self-esteem variable, it is $0.288 > 0.05$ then H_0 is accepted and H_a is rejected, which means there is no effect, then the significant value of the learning achievement variable and Schadenfreude is $0.734 > 0.05$ then H_0 is accepted and H_a is rejected, which means there is no effect, and the last significant value of the learning achievement variable on Schadenfreude with self esteem mediation of $0.159 > 0.05$ then H_0 is accepted and H_a is rejected, which means that there is no effect of learning achievement on Schadenfreude's attitude with self-esteem mediation. The data category from the Schadenfreude scale shows that the majority of the subjects are in the medium category, as many as 64 subjects with a percentage of 74%. The category of data from the self-esteem scale shows that the majority of subjects are in the medium category, as many as 63 subjects with a percentage of 73%. The data category on the learning achievement scale shows that the majority of the subjects are in the medium category, as many as 51 subjects with a percentage of 59%.

Keywords: Learning Achievement; Self Esteem; Schadenfreude; High School

1. INTRODUCTION

Senior High School (SMA) students are students who occupy the official learning period before entering lectures. The senior high school period, which has a vulnerable age of 15-18 years, can be said to be a period of transition from childhood to adulthood. For Hall, the ages of 12 to 23 are considered to be a period of youth marked by upheaval.

Hurlock explained that the term youth or adolescence comes from another word *adolescere* which means "to grow" or "to grow into adulthood". The term adolescence has a broader meaning, covering mental, intellectual, emotional, social and physical maturity. This view was expressed by Piaget that psychologically, adolescence is the age when individuals integrate with adult society, where children no longer feel below the level of older people but are at the same level, at least in terms of rights. Integration in society (adulthood) has many affective aspects that are more or less related to puberty. The intellectual changes that are characteristic

of this adolescent's way of thinking allow him to achieve integration in adult social relations, which is in fact a general characteristic of this period of development (Hurlock, 2011: 26).

Adolescence often occurs with problems that are difficult for both boys and girls to overcome. Besides the identity crisis, there are two reasons for this difficulty. First, most adolescents are inexperienced in coping with their problems, which were partially resolved by parents and teachers throughout childhood. Second, because teenagers feel themselves to be independent, so they want to solve their own problems and refuse the help of parents and teachers (Hurlock, 2011: 48). These reasons allow high school students to experience difficulties in solving problems. This is because they feel independent, want to solve their own problems and refuse the help of others, especially parents and teachers (Hurlock, 2011: 49). From the explanation of the problems faced by teenagers, one of them is: conflicts with peers that will trigger *Schadenfreude*.

Schadenfreude is a compound word from the German *Schaden*, meaning loss, and *Freude*, meaning joy, and is used today as a loan word in English. In 1895, the Oxford English Dictionary (OED) included *Schadenfreude* as an entry for the first time and defined it to this day as "evil enjoyment of another's misfortune. *Schadenfreude* can be categorized as a type of pleasure, but an uncommon type of pleasure, whereas pleasure in this case refers more to situations where people are happy when others are hit by misfortune (Ortony, Clore, & Collins, 1988), but *Schadenfreude* may not be an uncommon type of pleasure although it is not as simple as it seems. This can be explained based on appraisal theory (Appraisal Theory), namely the theory in psychology which states that emotions are extracted from individual evaluations of events that cause specific reactions in different people. Basically, individual judgments of a situation cause an emotional, or affective, response that will be based on that judgment (Roseman & Smith, 2001).

Schadenfreude arises because negative emotions are generated by events that harm or threaten individual concerns, while positive emotions are generated by events that satisfy these worries. Thus, the thing that arouses *Schadenfreude*, the misfortune of others must be judged by the *Schadenfroh* (a person who is happy with other people's misfortune) as satisfying some important personal problem. In other words, something about someone else's misfortune must benefit the person experiencing *Schadenfreude* (*Schadenfreude* is the feeling of pleasure while *Schadenfroh* is the doer). Thus, the misfortune of an envied friend can arouse *Schadenfreude* if this misfortune provides psychological benefit to *Schadenfroh*.

Schadenfreude can arise when many problems in life are colored by the existence of human behavior that can be said to be not in accordance with one's expectations, including in the field of education. Behavior of someone who is not in accordance with expectations raises a response that is not in accordance with what is expected. It also happens to students who have just entered their teenage years experiencing a complex problem that can affect the emergence of *Schadenfreude* behavior. Students who are just entering their teens will experience many problems, one of which is problems with their peers which will lead to this *Schadenfreude*. Based on Van Dijk's research, the cause of *Schadenfreude* is low self-esteem (Van Dijk et al., 2011).

Self-esteem is a person's attitude based on the perception of how he values and evaluates himself as a whole, which is in the form of a positive or negative attitude towards himself. In addition, Mruk (2006) said that self-esteem is a series of individual attitudes about what is thought about him based on the perception of feelings, namely a feeling of self-worth and satisfaction (Rosemberg (in Mruk, 2006).

Self-esteem (self-esteem) is seen as an important aspect of *Schadenfreude*'s behavior. When

someone who has low self-esteem is friends with someone who has better achievements, it will cause a feeling of inferiority. But when someone who has good performance in this school gets a bit of a failure, such as a bad grade. So someone who has this low self-esteem will feel a little comforted by that failure. This is what is called schadenfreud behavior.

Learning achievement also affects schadenfreude, where someone who has a low score will think of himself as low, and when he considers himself low (low self-esteem) will bring up a sense of inferiority towards peers who are superior to him and will trigger schadenfreude.

People who feel they are in competition with others tend to experience schadenfreude. The failure of students who become rivals will respond to other students for achievement motivation (Sinamora, 2021). This is the same as research conducted by Van Dijk (2011) that people will experience schadenfreude if the misfortune of others gives them an advantage. People prefer to see achievers fail. The culture of individualism, for example, in the United States, they focus on themselves. They have a competitive spirit in achieving achievements, so that when other students who are used as their rivals experience failure, they will feel happy (Phillips, 2021). Similar to what Feather (2012) said, people tend to enjoy the failures of high achievers.

Schadenfreude will also emerge in the world of education. For example, between those who have high National Examination (UN) scores and those who have low UN scores. Those with high UN scores have more open access to schools or universities of choice, and vice versa, those with low UN scores have limited opportunities to get the school or university they want. Even the opportunity was closed and ran aground in the middle of the road. Students in Australia, according to Feather's research (1989), show that they suffer from TPS (Tall Poppy Syndrome), which is the symptom that actually makes them fail to reach their peak performance. Other research, by Pastoroor (2020), for example, states that classes in the educational realm can also be made attractive by making them a venue for discussing moral and social issues to detect bias between groups or empathy and counter-empathy. The goal is to thin segregation and strengthen inter-relationships both internally and between groups (Cikara, et al., 2014; Cikara, 2015; Vanman, 2016), starting from the mind, brain and behavior (Chang, Krosch & Cikara, 2016).

Schadenfreude would be dangerous if it continued. Especially if the individual does not realize that this is schadenfreude. Because schadenfreude is considered to have violated the values of goodness and hindered the growth of the virtues of compassion and empathy for others. In addition, schadenfreude can be considered as a moral and emotional mistake that must be avoided as a healthy and positive person (Watanabe, 2018).

The individual will always make appropriate and inappropriate comparisons to what others receive. In life people who express schadenfreude will continue to feel threatened and uncomfortable. Their jealousy is also very high, and a dark side like that will always appear in people who express schadenfreude (Van Dijk & Ouwerkerk, 2014).

The explanation that has been stated above, the researcher took the theme of self-esteem and learning achievement with schadenfreude. This is because the schadenfreude attitude appears when someone feels inferior to him. So that it will bring a sense of competition between friends. The decision to compete is determined by Self Esteem and is specifically determined by evaluating one's own abilities. The more people believe in their abilities, the more they are involved in competition with others.

Based on the results of previous research, there are not many researchers who use variables about schadenfreud. This is because the number of journals that have been read by researchers

has not fully explored what schadenfreud is, and also researchers have not found previous research that discusses the effect of learning achievement on schadenfreude attitudes by mediating self-esteem in students of SMAN 1 Kebomas. Therefore, researchers conduct research on schadenfreud which is considered very unique and still very rare or has not been studied by researchers, which is considered to be a misinterpretation in terms of translating these variables.

2. METHOD

This study uses a type of quantitative research. According to Sugiyono (2019) quantitative research is a research method based on the philosophy of positivism, a certain population or sample, a random sampling technique. This study uses a survey method. According to Alsa (2014) the survey method is a method that provides a questionnaire or scale on one sample to describe attitudes, options, behavior, or characteristics of respondents. This is supported by the opinion of Sugiono (2016) this approach is used in research with a large population or sample, using measuring instruments or research instruments, statistical analysis, to test research hypotheses.

The sampling technique used in this study was using Nonprobability Sampling, which is a data collection technique by not giving every element of the population an opportunity to be selected and sampled (Sugiyono, 2015). The nonprobability sampling technique used in this study is Incidental Sampling because it determines the sample based on coincidence (Sugiyono, 2015).

This research uses an instrument with a Likert scale model. The Likert scale consists of an attitude statement consisting of two items, namely, favorable items and unfavorable items (Azwar, 2012). In this study, researchers distributed questionnaires via Google form through homeroom teachers in each grade 11. In this research, the data that has been collected will be analyzed using path analysis techniques (path analysis) used to determine patterns of relationships between variables with the aim of knowing the direct effect or indirectly between the independent variables on the dependent variable. This study uses path analysis (path analysis). Then the statistical analysis researchers used the JASP for windows program.

3. RESULT AND DISCUSSION

Hypothesis testing was carried out in this study using simple regression analysis and mediation analysis trials. The results of the normality and linearity tests have shown that the results of the research data obtained have a normal distribution and the relationship between variables obtains linear results, so to see the effect between variables a parametric statistical approach is used and a simple linear regression analysis technique is used. In the regression analysis technique, it can only be done to determine whether there is a significant influence between variables (Christianus, 2010: 111). The hypothesis proposed is as follows:

- a. H_1 : There is an influence between learning achievement on self-esteem in SMAN 1 Kebomas students.

If the significant value <0.05 then H_a is accepted, which means that there is an influence between learning achievement on self-esteem

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Coefficients						
Model		Unstandardized	Standard Error	Standardized	T	P
H ₀	(Intercept)	85.435	0.187		457.586	< .001
H ₁	(Intercept)	84.396	0.989		85.338	< .001
	SELFESTEEM	0.046	0.043	0.116	1.070	0.288

The table finds the results that learning achievement does not have a significant effect on self-esteem which is shown in the sig value of 0.288 ($p > 0.05$), then H_a is rejected and H_0 is accepted.

- b. H_2 : there is an influence between self-esteem and schadenfreude in SMA N 1 Kebomas students

If the significant value < 0.05 then H_a is accepted, which means that there is an influence between self-esteem and schadenfreude

Coefficients						
Model		Unstandardized	Standard Error	Standardized	t	P
H ₀	(Intercept)	22.372	0.466		47.998	< .001
H ₁	(Intercept)	29.859	2.576		11.592	< .001
	SCHADEN	-0.162	0.055	-0.307	-2.951	0.004

The table finds the result that self-esteem has a significant influence on schadenfreude which is shown in a sig value of 0.004 ($p > 0.05$), then H_a is accepted and H_0 is rejected.

- c. H_3 : there is an effect of learning achievement on schadenfreude in students of SMAN 1 Kebomas

If the significant value < 0.05 then H_a is accepted, which means that there is an influence between learning achievement on schadenfreude.

Coefficients						
Model		Unstandardized	Standard Error	Standardized	t	p
H ₀	(Intercept)	46.140	0.880		52.406	< .001
H ₁	(Intercept)	31.174	43.935		0.710	0.480
	PRESTASI	0.175	0.514	0.037	0.341	0.734

The table finds the results that learning achievement has no significant effect on schadenfreude which is shown in the sig value of 0.734 ($p > 0.05$), then H_a is rejected and H_0 is accepted.

- d. H_4 : There is an effect of learning achievement on schadenfreude by mediating self-esteem

Direct effects

		Estimate	Std. Error	z-value	p	95% Confidence Interval	
						Lower	Upper
PRESTASI	→ SCHADEN	0.347	0.486	0.715	0.475	-0.605	1.300

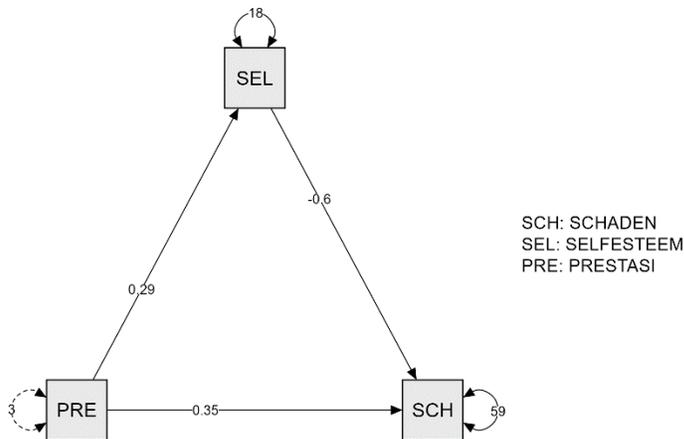
Note. Delta method standard errors, normal theory confidence intervals, ML estimator.

Indirect effects

		Estimate	Std. Error	z-value	P	95% Confidence Interval	
						Lower	Upper
PRESTASI	→ SELFESTEEM → SCHADEN	-0.172	0.169	-1.020	0.308	-0.503	0.159

Note. Delta method standard errors, normal theory confidence intervals, ML estimator.

Based on the results of the mediation analysis test in the table with a significant value of $0.475 > 0.05$ and $0.308 > 0.05$, H_0 is accepted and H_a is rejected. So it can be concluded that there is no direct or indirect influence based on total effects.



The results of the path analysis show that the effect of learning achievement on schadenfreude is 0.35, then learning achievement is 0.29 on self-esteem, and the effect of self-esteem on schadenfreude is -0.6, while the magnitude of the indirect effect is calculated by multiplying the indirect coefficient, namely $(0.29) \times (-0.6) = -0.174$ or the total effect of learning achievement on schadenfreude $= 0.35 + -0.174 = 0.176$.

Respondents in this study were 11th grade students of SMA N 1 Kebomas, totaling 234 students. After the researchers conducted assumption tests (normality test, linearity test, multicollinearity test, and heteroscedasticity test), the next step was to test the hypothesis using simple linear regression analysis techniques and mediation trials. Simple linear trials test hypotheses one and

two. The first hypothesis test found that there was no effect between learning achievement and self-esteem. A significant value was obtained $0.288 > 0.05$, which means that H_0 is accepted and H_a is rejected, so there is no influence between learning achievement and self-esteem. The test uses JASP For Windows which can calculate simple linear regression. Research conducted by Naike (2017) examines the relationship between self-esteem and academic achievement and in his explanation says that achievement also affects self-esteem because if a person has a failure in achievement, his self-esteem will be low.

The second hypothesis which says that there is an influence between the self-esteem variable on the schadenfreude variable has been proven in this study. A significant value was obtained $0.004 < 0.05$, so H_0 was rejected and H_a was accepted, so that there was an influence between self-esteem on schadenfreude in class 11 students at SMA N 1 Kebomas. This concurred with research conducted by Firdaus (2021) which said that there was an influence between self-esteem and schadenfreude, in his explanation said that one of the causes of schadenfreude is low self-esteem in a person. This is because when a person has good self-esteem he will feel that he no longer needs anything else to raise his self-esteem. So that when you see someone else suffering, that person's empathy increases. Unlike people who have low self-esteem, self-threatening and low self-esteem are easily aroused, so to increase their self-esteem they will feel schadenfreude (Firdaus 2021).

The third hypothesis shows that there is no effect between learning achievement and schadenfreude in class 11 students of SMA N 1 Kebomas. In this study there was no effect, because a significant value was obtained $0.734 > 0.05$, H_a was rejected and H_0 was accepted. This is different from what Phillips (2021) said in his research that people prefer to see failure in achievers. This agrees with what Feather (2012) said that people tend to enjoy the failures of high achievers. Then Sinamora (2021) also said that people will have motivation to excel if they see their rivals fail. The research also explained that this happens in countries that have a high level of individualism, such as the United States. In contrast to the Indonesian state which has an attitude of mutual cooperation and mutual assistance. Maybe this is what causes the absence of a relationship between learning achievement and schadenfreude.

The final hypothesis says that there is no effect of learning achievement on schadenfreude attitudes by mediating self-esteem in class 11 students of SMA N 1 Kebomas. In this study, it was found that there was no effect of learning achievement on schadenfreude attitudes by mediating self-esteem. A significant value was obtained $0.159 > 0.05$, so H_0 was accepted and H_a was rejected, so that there was no influence between the learning achievement variable and the schadenfreude variable which was mediated by self-esteem. This is a new research that has never been studied before. Researchers tried to examine this because the learning achievement variable has a relationship with self-esteem, where if the lower a person's achievement will have a negative assessment of himself, this means that the lower a person's achievement will be the lower the self-esteem. And the self-esteem variable also has a relationship with the schadenfreude attitude, where if someone's self-esteem is low, then the person's schadenfreude attitude will be high. This is the background for the researchers researching this title, even though there is no effect between learning achievement and schadenfreude attitudes mediated by self-esteem in class 11 students of SMA N 1 Kebomas.

4. CONCLUSION

Based on the results and data analysis that has been carried out in this study, it can be concluded that, validity on the schadenfreude scale, there are 4 items out of 24 items dropped and for the self-esteem scale, there are 2 items out of 10 items dropped. The schadenfreude variable has a

reliability of 0.806 which means reliable, while the self-esteem variable has a reliability of 0.769 which means reliable.

The results of the normality and linearity tests have shown that the results of the research data obtained have a normal distribution and the relationship between variables gets linear results, while for hypothesis testing the results are as follows:

- a. The results of the regression test show that in the sig or significant column above 0.05, H_a is rejected and H_0 is accepted. This means that there is no influence between learning achievement and self-esteem.
- b. The results of the regression test show that in the sig or significant column below 0.05, H_a is accepted and H_0 is rejected. This means that there is an influence between self-esteem and schadenfreude attitude.
- c. The results of the regression test show that in the sig or significant column above 0.05, H_a is rejected and H_0 is accepted. This means that there is no effect between learning achievement and schadenfreude.
- d. Based on the results of the mediation analysis test with a sig or significant value above 0.05, H_a is rejected and H_0 is accepted. This means that there is no influence between learning achievement on schadenfreude by mediating self-esteem.

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