Happiness in New Students

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ABSTRACT

This research aims to determine the picture of happiness of new students. The research method used is the library research method which uses scientific articles as a source of research data. The analysis used is content analysis of the article. The results of this research show that t new students' happiness can be obtained from themselves and from their social environment. Happiness that originates from oneself, such as feelings of gratitude, health, a more optimistic outlook and a more positive attitude towards other people. Meanwhile, the source of happiness can also come from the social environment, such as the income earned, the quality of social relationships, social support and community. The impact of happiness on new students can have a positive impact including the ability to handle academic stress, as well as being more involved in campus activities.

Keywords: *Happiness, New, Student*

INTRODUCTION

Happiness is an important aspect in every individual's life, regardless of age or gender. Many people make it their life goal, because there is no one who doesn't want to be happy. Happiness is a basic need that encourages individuals to try to achieve it in various ways, although it is different for each person. Happiness often comes when someone's desires are fulfilled. According to Seligman (2005), happiness is a positive feeling that motivates someone to act constructively. Happiness can also be seen as the positive emotions that individuals experience when they are engaged in activities they enjoy, which are free from negative emotions.

Most people pursue happiness as one of the main goals of life. Happiness includes positive moods, such as joy, contentment, and a sense of meaning. Research shows that happiness can improve physical and mental health (Steptoe & Wardle, 2011), improve social relationships (Diener & Seligman, 2002), and increase work productivity (Lyubomirsky, King, & Diener, 2005). Hedonic Theory argues that happiness is related to enjoyment and satisfaction from fulfilled needs, while Eudaimonia Theory emphasizes

happiness as a result of achieving goals, personal growth, and self-potential (Huta & Waterman, 2014). Therefore, happiness includes not only pleasure but also participation in meaningful activities.

For students, happiness has an important role in influencing various aspects of life, such as motivation to study, academic achievement, mental health and overall quality of life. Students are in a transition phase full of challenges, from academic demands to social adjustments, which often trigger stress and impact their happiness. Research reveals that student happiness is influenced by external factors such as social support, as well as internal factors such as a sense of competence, autonomy, and emotional involvement.

Happiness in new students is a crucial topic because the transition from high school to college is often accompanied by various challenges. New students must adjust to a new campus environment, face tougher academic demands, and build new social relationships. Happiness in this context plays an important role in helping them manage stress, improve well-being, and support academic achievement.

Seligman (2011) explains that happiness can be achieved through five main elements, namely positive emotions, involvement, social relationships, meaning in life, and achievement. Students who are able to balance these five elements are more likely to be happy and able to face various challenges, both academic and personal. Pavot and Diener (2008) also added that happy people generally have a more optimistic outlook on life, are better at managing stress, and are more productive, including in an educational context. Therefore, encouraging happiness among students is important to support their well-being and prevent stress and depression on campus.

Research shows that freshmen's happiness is influenced by various factors, such as social support, sense of autonomy, and ability to adapt to academic and social challenges. Support from friends, family, and lecturers can create feelings of comfort and security, which are important for creating positive experiences in a new environment (Liem & Martin, 2012). In addition, students who feel they have control over their academic and personal lives tend to feel happier and more satisfied (Ryan & Deci, 2000).

Happiness is also related to participation in meaningful campus activities. New students who are active in extracurricular activities, student organizations, or social activities usually feel more connected to the campus environment, which ultimately increases their happiness and well-being (Gilman, 2001). Involvement in these activities allows students to explore their interests, build relationships, and develop social skills, all of which contribute to their happiness.

RESEARCH METHODOLOGY

The method used in this research is the library research method, or library research, which is a research method carried out by collecting, reviewing and analyzing data originating from relevant literature, such as books, journals, scientific articles, reports and other written documents (George, 2008). Literature Study According to Sugiyono (2016), it is related to theoretical studies and other references related to values, culture and norms that develop in the social situation being studied, apart from that, library study is very

important in conducting research, this is because research cannot be separated from literature. -scientific literature. Data is obtained from data that is relevant to the problem to be researched by conducting other literature studies such as books, journals, articles, previous researchers. This research aims to systematically find, collect and evaluate available information to answer research questions without having to carry out field observations or direct experiments (Creswell, 2014). This research used 9 scientific articles with the theme of student happiness. The steps in library research usually include (1) Identify the Topic and Research Question: The researcher first determines the topic and formulates research questions that will be answered through a literature review, (2) Data Collection: Data is collected from various written sources, both primary (such as books or original research articles) and secondary (such as reviews or summaries of other research).(3) Source Evaluation: Researchers evaluate the reliability, validity, and relevance of the sources used to ensure that the data collected is accurate and trustworthy. (4) Data Analysis: Once the data is collected, the researcher analyzes it to answer research questions or to discover relevant new patterns, concepts, or theories. (5) Synthesis and Report Writing: The researcher then compiles the results of the study into the form of a scientific report, where the results of the analysis are presented by connecting various existing sources (Zed, 2014).

RESULT AND DISCUSSION

Based on the results of research on 9 scientific articles that were used as references with the theme of student happiness, the following results were obtained:

Tabel 1. Result of Research

No	Name of Reseacher (years)	Title	Methode	Result
1	Anisah Prafitralia (2023)	Analysis of Happiness Factors in Generation Z Students Psychospiritual: Journal of Trends in Islamic Psychological Research Vol. 2, no. 1 (2023), 1-14 e-ISSN: 2986-7657	The research method used is the survey method. Researchers collected data from 27 participants, who were students of the Islamic Guidance and Counseling study program. Data was collected through questionnaires to study their perceptions and experiences of happiness, as well as the factors that influence it.	The results of the research show that factors that can bring happiness to Generation Z students include achieving desires/according to expectations (29.6%), gathering with loved ones (25.9%), holidays and entertainment (18.5 %), able to make other people happy (11.11%), calm mind (7.4%), others (7.4%)

		DOI: 10.35719/psycho spiritual.vxix.xx	The survey was conducted online	
2	Desi Ariska,Nina Zulida, , Mifta Hanif,Agus (2020).	The Meaning of Happiness for Female Students in the Era of Millennials. ISSN:2548-4044 Psychoislamedia Journal of Psychology Volume 05 Number 01, 2020	This research aims to analyze the meaning of happiness for female students in Yogyakarta. A total of 74 students in Yogyakarta filled out a questionnaire with open questions and information regarding personal data. The analysis used in this research uses a combination of qualitative methods with an indigenous psychology approach, an approach seen from the perspective of local culture, which makes it possible to see each phenomenon according to the related context. Responses were categorized based on common themes	The results obtained from the categorization of the meaning of happiness in women are events related to the values of usefulness, religiosity, success, family, comfort, being loved, being healthy, etc.
3	Ali Daud Hasibuan (2020)	Factors that Influence Students' Learning Happiness during the Covid-19 Pandemic Journal of Education and Counseling http://jurnal.uinsu.ac.id/index.php	This research was conducted using qualitative methods. The research subjects were students in semesters II, IV, and VI who were studying courses. Data was obtained through opinion polls using a questionnaire distributed to students using Google Form. Students are free to answer based on actual circumstances	The research results show that the factors that influence students' learning happiness are; 1) closeness to parents, 2) can have free time to use doing positive things, 3) save on living costs even though internet costs are expensive, 4) train one's ability to use multimedia in learning. Meanwhile, the factors that make students burdened and

		/al-irsyad ISSN 2686-2859 (online) ISSN 2088-8341 (print) Vol. 10, no. 1, January-June 2020		unhappy are; 1) the lecturer's lecture time is inconsistent, 2) the lecturer gives too many assignments without considering the student's abilities, 3) difficulties with means for online lectures, for example cellphones/laptops/noteb ooks, internet networks, internet packages, 3) bored and worried about the situation getting worse
4	Nabila Alifia Ahmad, Efri Widianti, Irman Somantri (2021).	Description of Happiness in Nursing Students Journal of Mental Nursing (JKJ): Indonesian National Nurses Association Volume 9 No 1 Page 11 - 26, February 2021, e-ISSN 2655-8106, p-ISSN2338-2090 FIKKes Muhammadiyah University Semarang in collaboration with PPNI Central Java	The research method used is quantitative descriptive. The instrument used was the Oxford Happiness Questionnaire (OHQ) with descriptive data analysis using numerical values. The population in this study were active students from the 2016, 2017, 2018 and 2019 classes of the Faculty of Nursing, Padjadjaran University, Jatinangor, Garut and Pangandaran Campus, totaling 960 students. The sampling technique used cluster sampling so that a sample of 283 respondents was obtained.	The results of the research show that the overall picture of happiness of students at the Faculty of Nursing, Padjadjaran University tends to be happy. This is reflected in the average value of 126.71 ± 12.53 which is above the midpoint value (101.50). Based on class, the class of 2019 had the highest average score of 133.55 ± 11.11 and the class of 2016 had the lowest average score of 122.51 ± 11.89. Based on region, Jatinangor has the highest average value of 127.52 ± 13.75 and Pangandaran has the lowest average value of 124.30 ± 10.24
5	Rifqi Taher Muthohar, Haryanta	Happiness as Seen from Academic Stress in Students at	This research aims to find out whether there is an influence of academic stress on	The results of this research show that academic stress has a 29.9% effect on student

	(2023)	Gadjah Mada University https://etd.repository.ugm.ac.id/penelitian/detail/219643	student happiness at Gadjah Mada University. This research uses two measuring tools, namely the Oxford Happiness Questionnaire scale and the academic stress scale. Participants in this research were 102 participants from the science and technology sciences and 100 participants from the social and social sciences (N=202). Analysis uses simple linear regression and independent sample t-test in additional analysis.	happiness at Gadjah Mada University and there is no significant difference in the level of happiness and academic stress between students in the science and technology group and students in the social sciences group.
6	Marjanah Arifah Rifqoh Adilah , Puti Archianti Widiasih (2023).	An overview of the meaning of happiness for migrant students abroad Journal of Indonesian Psychological Science Volume 03, No 2 (2023), pp. 442—455, E-ISSN 2828-4577 https://10.18860/jips.v3i2.22850	The research method used in this study is qualitative research, with a phenomenological approach. The selection of respondents used a purposive sampling method which was selected based on certain criteria. The respondents were three Uludağ University students. Data collection techniques were carried out through observation and interviews. Data analysis uses coding techniques, categories and themes	The results of this research explain the meaning of happiness for overseas students, the dynamics of being an overseas student, as well as the encouraging and inhibiting factors in building enthusiasm for studying abroad. Thus, individuals have many ways to survive when they are sad or down so they can get back up and find happiness.
7	Budiono	Differences in	Method: The type of	There is no difference in

	(2022)	Happiness Levels of Undergraduate Program Students and Professional Program Students, Faculty of Dentistry, Muhammadiyah University, Semarang Indonesian Journal of Dentistry Volume 2 Issue 1 Year 2022 Pages 16-19 URL https://jurnal.unimus.ac.id/index.php/IJD DOI http://dx.doi.org/10.26714/ijd.v2i1.9868	research used is comparative research with survey techniques. The sampling technique uses stratified random sampling. Determining the sample size used the Isaac and Michael formula with an error rate of 1% and obtained a sample of 207 students, 129 undergraduate program students and 78 professional program students.	the level of happiness of undergraduate students and students of the FKG Unimus professional program (Asymp. Sig (2-tailed) > 0.05).
8	Ade Herdian Putra.,& Rezki Hariko (2023)	Descriptive Study of Happiness in New Students Indonesian Counseling Journal http://ejournal.unikama.ac.id/index.php/JKI ISSN: Print 2475-888X–Online 2476-8901Vol. 8 No. 2, April 2023. p. 57–62	The purpose of this research is to describe the happiness of new students. This research involved 314 new students from the Faculty of Education, Padang State University (UNP) as respondents. The research instrument used was the Happiness Scale. The research data analysis used is quantitative descriptive analysis.	The results of this research show that the overall average score for new students' happiness level is 54.94 with an ideal score of 80. Furthermore, the happiness percentage value for new students is 68.67%.

9	Mafaza,N., Kawuryan, F.,&Pramono,R.B.(2021)	Student Happiness is seen from Optimism and Student Engagement Journal of Perceptual Psychology 6(2):148-159, December 2021, DOI:10.24176/ perseptual.v6i2 .6877	The subjects of this research were 147 students in Central Java Province. The sampling technique in this research used a purposive sampling technique. The measuring instruments used to obtain data are the happiness scale, optimism scale, and student engagement scale. The correlation coefficient obtained for the three variables was 0.292 with p of 0.002 (p0.01), meaning that there was a very significant relationship between optimism and student engagement and happiness. Thus the major hypothesis in this research is accepted. The results of the correlation coefficient between happiness and optimism, r, are 0.265 with a significance of p 0.001 (p0.01). This means that there is a very significant positive relationship between happiness and optimism in students, thus the hypothesis proposed in this research is accepted. Meanwhile, the correlation coefficient between student engagement and	This states that there is a very significant positive relationship between student engagement and happiness, thus the hypothesis proposed in this research is accepted. The effective contribution of the independent variable to the dependent variable is 8.5%, while the other 91.5% is influenced by other factors, for example according to Putra and Sudibia (2019) stated that other factors that influence individual happiness include income, hope, relationships, faith, gratitude behavior. , pro-environmental behavior, health, gender, social and cultural capital.

happiness, r, is 0.206 with a significance level of p of 0.006 (p0.01),

According to Rusydi (Mardayeti, 2013), happiness is a positive emotion that can be realized through feelings of joy, peace and calm. This happiness consists of three main components, namely the individual's satisfaction with his life, the dominance of positive emotions, and the low level of negative emotions (Zimbardo, Johnson, & Mccann, 2009). Research shows that happiness in new students is closely related to how they deal with stress. Students who are able to manage academic and social pressure well tend to have higher levels of happiness (Pascoe et al., 2020). Several stress management strategies such as mindfulness, exercise, and providing sufficient free time have been proven to help maintain the well-being of new students during the adaptation period.

Each individual has a different level of happiness because happiness assessments are subjective (Myers & Diener, 1995). Research by Rifqi Taher Muthohar and Haryanta (2023) revealed that academic stress contributed 29.9% to student happiness at Gadjah Mada University, with no significant difference between students in science and technology and social sciences. In addition, Marjanah Arifah Rifqoh Adilah and Puti Archianti Widiasih's (2023) study highlights the happiness of migrant students as well as the dynamics and challenges in adapting to the study environment abroad. Budiono's research (2022) states that there is no significant difference in the level of happiness between undergraduate and professional students at FKG Unimus. Meanwhile, research by Ade Herdian Putra and Rezki Hariko (2023) found that the average level of happiness for new students was 54.94 out of an ideal score of 80, with a happiness percentage of 68.67%.

Argyle (2001) explains that happy individuals tend to be more productive in their work and earn higher incomes. They also have a more optimistic outlook and a more positive attitude towards others. Vaillant (2000) added that happy people have better physical and mental conditions and are better able to deal with stress compared to those who are less happy. Previous research shows that happiness is associated with better sleep quality, reduced levels of stress hormones, improved cardiovascular health, higher quality of life (Mehrdadi, Sadeghian, Direkvand-Moghadam, & Hashemian, 2016), and protection against various diseases (Steptoe, Dockray, & Wardle, 2009).

The concept of happiness consists of three main components, namely the frequency and intensity of positive emotions, the level of life satisfaction during a certain period, and the reduction of negative emotions such as depression and anxiety (Argyle, 2001). Mafaza, Kawuryan, and Pramono (2021) show that there is a significant relationship between student engagement and happiness, where the engagement variable contributes 8.5% to happiness, while the rest is influenced by other factors, such as income, hope, social relationships. , grateful behavior, and health (Putra & Sudibia, 2019). Social environmental factors, such as the quality of social relationships, social support,

and community, also influence happiness. Helliwell and Putnam emphasize the importance of social context in individual well-being (Helliwell & Putnam, 2024), while Fowler and Christakis state that happiness can spread through social networks (Fowler & Christakis, 2009). According to Lyubomirsky et al., positive emotions strengthen social relationships (Lyubomirsky, King, & Diener, n.d.), and Seligman states that social bonds are essential for long-term well-being. However, the college environment is often associated with prolonged periods of stress and depression (Garcia-Izquierdo, Ramos-Villagrasa, & Izquierdo, 2009). Research by Boot, Donders, Vonk, and Meijman (2009) also found that college students tend to have higher levels of stress than the general population, but rarely seek help to overcome these health problems.

CONCLUSION

Based on the research results, it can be seen that new students' happiness can be obtained from themselves and from their social environment. Happiness that originates from oneself, such as feelings of gratitude, health, a more optimistic outlook and a more positive attitude towards other people. Meanwhile, the source of happiness can also come from the social environment, such as the income earned, the quality of social relationships, social support and community. The impact of happiness on new students can have a positive impact including the ability to handle academic stress, as well as being more involved in campus activities.

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