THE RELATIONSHIP OF HAPPINESS AND ACADEMIC PERFORMANCE STUDENTS OF THE ISLAMIC PSYCHOLOGY PROGRAM

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Abstract : *Based on field studies, it was found that several students experienced significant changes in academic performance due to problems in learning motivation even though they had the potential to achieve better academic performance. The aim of this research is to determine the relationship between levels happiness and academic performance in Islamic Psychology Study Program students. This research uses a quantitative approach with correlation analysis. The population is 660 students and the sample is 250 Psychology Study Program students Islam. The sampling technique used is Simple Random Sampling with using the Slovin formula. The data collection technique in this research is psychological scale using a five-choice answer model. This research uses two scales as measuring tools, namely the happiness and performance scales academic. The results of this study show that the level of happiness and performance academic students of the Islamic Psychology Study Program at UIN Imam Bonjol Padang on medium category. Furthermore, the results of the hypothesis test show that there is positive relationship between happiness and academic performance.*

Keywords: : Happiness; Academic Performance; Students

INTRODUCTION

According to O'Connor and Paunonen (in Saefudin, 2021) interprets academic performance as the final result obtained someone as a form of success during the educational process. According to Vergara (in Mauri, 2020) defines academic performance as the ability to respond, reflects how to appreciate what is someone has learned as a result of a process or training. Meanwhile, Garbanzo (in Mauri, 2020) stated that value. The academic results obtained represent indicators for assessing performance academic and represents learning achievement. Academic performance is the level of achievement obtained students through academics. Academic performance can be seen from the daily life of a student in carrying out lectures and also being able to seen from how he participates in learning during class taking place. Previously, students' academic performance was only seen

through the results of the achievement index produced in each semester without knowing the learning style used by each student (Utari, 2018).

Based on the results of empirical interviews with UIN students Imam Bonjol Padang Islamic Psychology Study Program, there is a connection between happiness with academic performance in students. To seek know the existence of this behavioral phenomenon in more depth, researchers do initial research data survey to 20 respondents randomly from each Islamic Psychology Study Program class. The survey results show that some students have indications of decreased academic performance such as decreased learning outcomes, less able to control behavior and academic productivity not good. The above is in line with the phenomena in the field that researchers have encountered, where many students experience problems resulting in their lack of happiness. Many students do the academic quality could be better. However, it is hampered by its existence internal and external conflicts experienced. This has an impact on lack of happiness and decreased academic performance.

Happiness is satisfaction, calm, peace of mind and absence of tension. Happiness is not just a feeling or a feeling a pleasant state, but one that enhances quality life, physical health, and the formation of one's potential. Flavor happiness is proof of a person's success in life. Happiness is the greatest achievement (Indriana, 2012). The most happening Happiness is an event that works together with family, and performance events. Happiness is an important thing and It should be present in everyone, including students (Oetami & Yuniarti 2011). According to Seligman (2005) happiness is a concept psychological which refers to the positive emotions felt by individuals as well positive activities that the individual likes. Draft Happiness is subjective Myers & Diener in (Jannah, 2019). Therefore it is concluded that student happiness can be achieved obtained by meeting their needs and developing tasks (Indriana, 2012). A happy student is a student who accept with positive emotions what he has (Jannah, 2019).

Lack of happiness in students is caused by impaired completion of developmental tasks, especially in personal and social fields (Jannah, 2019). Experienced failure makes students unable to accept reality and give rise to negative emotions that are detrimental to life. But the reality is that it still exists students who are not happy, as evidenced by the discovery of a dilemma students and problems arise that affect performance student academics (Maharani, 2015). In an academic context, Education is a world that is often full of demands cause stress in students. Therefore happiness can be be a helpful and influential factor that can shape student academic performance (Lumontod, 2018).

In research (Otaghi, 2020) states that happiness can improve students' academic performance, therefore this factor effective for improving student performance. Research (Wgunasekara, 2021) also states that happiness has a positive impact on

student academic performance. However, in other studies this was not the case It was found that happiness can influence student performance.

RESEARCH METHODS

This type of research uses correlational research with quantitative research method approach. Correlational research aims to see how far there is variation a variable is related to variations in one or more other variables. So you can get information about the level of relationship what happens, not about the presence or absence of the effects of other variables (Azwar, 2010). Research to be conducted regarding relationships happiness and academic performance in Islamic Psychology Study Program students UIN Imam Bonjol Padang.

The population in this study were students of the Islamic Psychology Study Program who study at UIN Imam Bonjol Padang Population search carried out at the research location, at UIN Imam Bonjol Padang. Population used in this research were 660 students. In this research the sampling technique was used is simple random sampling, namely the method used for select a sample from the population at simple random so that each members have an equal chance of being taken as sample. The sampling method can be done randomly, namely selecting sample individuals and locations to be used randomly to represent the population and region as a whole. (Sugiyono, 2015).

The instrument used in this research is a scale Seligman's happiness (2005) compiled by Linda Novita Sari (2022) which is then modified and is an agreed reference on when using long or short intervals on a measuring instrument and The modification scale for academic performance in this research is according to DuPaul compiled by Satrio Bagus Purwindra (2022) which consists of three aspects, namely academic success, impulse control and productivity academic. The data analysis technique used in this research is Correlation analysis technique is a technique that determines the extent to which there is relationship between two variables using SPSS 22.0.

Table 1. Blueprint For Happiness Scale After Trial

No	Aspek	Indikator	Item		Jumlah
			Favorable	Unfavorable	
1.	Emosi Positif	Merasa kehidupan yang menyenangkan	1	25	2
		Merasa bersuka cita	2	26	2
		Merasa nyaman	**27**	3	1
		Merasa kepuasan hidup	4	28	2

2.	Keterkaitan	Kesadaran diri selama aktifitas yang butuh kefokusan	22	5	2
		Mengidentifikasi kekuatan terhebat yang dimiliki	**6**	23	1
		Belajar menggunakan kemampuan yang dimiliki	24	**7**	1
3.	Makna hidup	Memiliki makna hidup	**8**	33	1
		Memiliki tujuan hidup	**34**	9	1
		Tindakan untuk memiliki sesuatu yang penting	**10**	**35**	0
		Tindakan melayani sesuatu yang penting	36	11	2
		Kesejahteraan diri	**12**	37	1
		Kemampuan diinginkan oleh orang lain	**38**	13	1
		Kemampuan bersikap mandiri	14	39	2
		melakukan yang terbaik meski gagal	**16**	30	0
4	Pencapaian	Adanya perasaan puas terhadap pencapaian	**29**	15	1
		Mengejar pencapaian	**17**	31	1
		Mengejar penguasaan	32	18	2
5	Relasi Positif	Merasakan tawa Bersama orang lain	19	**40**	1
		Makna dan tujuan hidup mendalam	**41**	20	1
		Merasa bermakna saat di dekat orang lain	**21**	**42**	1
		Total	9	17	26

Information:
Numbers in bold = number of items dropped

Table 2. Blueprint for Academic Performance scale after trial

No	Aspek	Indikator	Item		Jumlah
			Favorable	**Unfavorable**	
1.	Kesuksesan Akademik	Hasil belajar mahasiswa/indeks performa	**1**, 3, 5	2, **4**, 6	4
		Keberhasilan mahasiswa	7, 9, 11	**8, 10, 12**	3
2.	Kontrol Impuls	Ketidakmampuan	**13**, 15, 17	14, 16, **18**	4

	meminimalisir kelakuan			
	Kurang mampu nya meregulasi emosi	20, 22	**19, 21, 23**	2
3. Produktivitas Akademik	Bekerja sesuai dengan kemampuan	**24, 26,** 28	25, **27,** 29	3
	Mengikuti peraturan yang telah ditentukan	30, **32, 34**	**31, 33,** 35	2
			Total	**18**

RESEARCH RESULTS and DISCUSSION

Based on the research that has been carried out, the following were found:

Variable Categorization

In determining the categorization criteria, researchers used categorization guidelines according to Azwar (2012), namely there are three criteria for categorization, namely low, medium and high.

Table 3. Categorization norms

No	Tingkatan/Kategori	Skor
1	Tinggi	X<(M-1.SD)
2	Sedang	(M-1.SD) ≤X<(M+1.SD)
3	Rendah	X≥(M+1.SD)

The level of happiness of Islamic Psychology Study Program students is in the medium category.

Table 4. Categorization of Happiness Level

Keterangan	Hasil
M = Mean	99
SD = Standar Deviasi	11
M-1.SD	88
M+1.SD	110

The overall level of happiness in the research sample can be seen from the highest percentage, namely 71%, with 147 subjects.

Table 5 . Happiness Scale

No	Tingkatan/Kategori	Interval	**Frekuensi**	%
1	Tinggi	X≥88	28	15%
2	Sedang	88 ≤X≤110	147	71%
3	Rendah	X>110	31	14%

The data results show that the academic performance of Islamic Psychology Study Program students is in the medium category.

Table 6. Categorization of Academic Performance Scales

Keterangan	Hasil
M = mean	64
SD = Standar Deviasi	7
M-1.SD	57
M+1.SD	71

Based on the data, the high percentage of students' academic performance was also calculated, where the highest percentage was 69% for 136 subjects.

Table 7. Percentage of Academic Performance Scales

No	Tingkatan/Kategori	Interval	Frekuensi	%
1	Tinggi	X≥88	27	13%
2	Sedang	88 ≤X≤110	136	69%
3	Rendah	X>110	35	18%

Hypothesis Testing
Normality test

The normality test is used to determine whether the data is normally distributed or not. This research uses the one sample Kolmogorov-Smirnov method. The following are the results of the normality test for each variable in each generation:

Table 8. Normality Test Results of the Happiness Scale and Academic Performance Question One-Sample Kolmogorov-Smirnov Test

Variabel	N	Nilai K-SZ	Signifikansi	Keterangan
Kebahagiaan dan performa akademik	250	0.30	0.200	Distribusi Normal

Based on the table above, it can be seen that the significance value for happiness and academic performance is 0.200, which is greater than 0.05, so it can be concluded that the happiness and academic performance data are normally distributed.

Linearity Test
The linearity test is used to determine the linearity of the data, whether two variables have a linear relationship or not. This test is used as a requirement in person correlation analysis or linear regression. The linearity test aims to determine whether two research variables have a significant linear relationship or not. Both variables can be declared linear if the significance level is less than 0.05 ($p<0.05$). The following are the results of the linearity test:

Table 9. Linearity Test

Variabel	Linearity	Sig.
Kebahagiaan dan Performa Akademik	*Linearity*	0.00

Based on the table above, it can be seen in the ANOVA output from the table above, that the Linearity significance value of 0.00 is less than 0.05, so it can be concluded that between the variables of happiness and academic performance there is a linear relationship, so it is assumed that linearity is fulfilled.

Hypothesis testing

The hypothesis test in this research is parametric analysis, namely person correlation. Person correlation is useful for determining the relationship between two variables on an interval scale (a scale that uses actual numbers) which was carried out on 250 Islamic Psychology Study Program students. The results of hypothesis testing using IBM SPSS 22.0 were obtained as follows:

Table 10. Hypothesis Testing for Happiness and Academic Performance

Correlations

		Kebahagiaan	Performa Akademik
Kebahagiaan	Pearson Correlation	1	.472**
	Sig. (2-tailed)		.000
	N	250	250
Performa Akademik	Pearson Correlation	.472**	1
	Sig. (2-tailed)	.000	
	N	250	250

The table above shows a correlation coefficient value of 0.472. Thus, it can be concluded that Ha research is accepted, namely that there is a significant relationship between happiness and academic performance in Islamic Psychology Study Program students at UIN Imam Bonjol Padang. Based on the above, it can be concluded that there is a positive relationship between happiness and academic performance of Islamic Psychology Study Program students.

The results of the categorization of happiness variables from students of the Islamic Psychology Study Program, 31 subjects had a low level of happiness with a percentage of 14%, 147 subjects had a medium level of happiness with a percentage of 71% and 28 subjects had a high level of happiness with a percentage of 15%. This shows that Islamic Psychology study program students have a moderate level of happiness, which means that Islamic Psychology study program students have a pleasant life, have goals in life, and have quite good positive relationships.

According to Laela (2021), students who have a high level of happiness indicate that they are able to face the problems they experience and become more positive individuals. Thus reducing the possibility of a decline in academic performance. A study shows that happy students usually learn and perform better in class than unhappy students. They are more energetic, persistent, focused, creative, and better able to get along with their colleagues (Rae, 2015).

Furthermore, from the results of the categorization of academic performance among Islamic Psychology Study Program students, 35 subjects had a low level of academic performance with a percentage of 13%, 136 subjects had a medium level of academic performance with a percentage of 69% and 27 subjects had a high level of academic performance with a percentage of 18%. This shows that Islamic Psychology study program students have a moderate level of academic performance, which means that Islamic Psychology study program students have good learning outcomes, are able to regulate emotions well and have quite good academic productivity.

According to Amasuomo (2014), academic performance is the result of education to the extent to which a student, teacher or institution has achieved their educational goals. According to Marpaurung (2017) academic performance is defined as academic achievement, involvement in activities aimed at education, acquisition of desired knowledge, skills and competencies, and persistence in the learning process. Academic performance is related to learning activities in the form of knowledge and skills obtained from study and practice.

This research uses the person correlation test and a prerequisite test has been carried out, namely the normality test with a result of 0.200 greater than 0.05, which means that the data is normally distributed. Next, a linearity test was carried out which obtained a result of 0.000, which is less than 0.05, which indicates that the data is linearly related, then after the data meets the requirements, it can be continued to test the hypothesis using person correlation analysis. Test the data using the SPSS version 22.0 program.

The results of the hypothesis test show that the correlation between the happiness variables and academic performance has a significance value of 0.000<0.05 and the correlation coefficient value is 0.472. This shows that Ha is accepted and Ho is rejected. So it can be stated that there is a positive relationship between happiness and the academic performance of Islamic Psychology Study Program students at Imam Bonjol State Islamic University, Padang. This correlation means that the higher the happiness, the higher the student's academic performance.

The results of this research are in line with research conducted by Rosdiana Ngitung (2021), who examined the relationship between happiness and academic achievement in students at the Faculty of Mathematics and Natural Sciences, Makassar State University, showing a correlation coefficient of 0.607 with a

significance value of 0.000 (p<0.05). These results indicate that there is a relationship between happiness and academic performance of students at the Faculty of Mathematics and Natural Sciences, Makassar State University.

Other research also mentions similar things, such as research conducted by Panji Kadar et al (2013), which examined the relationship between happiness and academic performance in psychology students (r= 0.134; p= 0.045). This means that a significant positive relationship between happiness and academic performance was found. This means that even though we used different locations, we still found a positive and significant relationship between happiness and academic performance.

This positive result is indicated in the theory of Oetami and Yurniati (2011) which states that the happiest events are events related to achievement, so this research shows that the higher the student's happiness, the higher the academic performance, and vice versa, the lower the student's happiness, the higher the student's happiness. the lower the academic performance of Islamic Psychology Study Program students at UIN Imam Bonjol Padang.

Individuals with high happiness will be better able to overcome and control their emotions and be better able to face life in the future (Situmorang, 2018). A person is said to have high happiness if they feel satisfied with their life conditions, often feel positive emotions and rarely feel negative emotions.

Meier's opinion (in Khodijah, 2006) states that positive emotions can speed up the learning process and achieve better learning results. Successful learning must start by creating positive emotions in the learner. This is in line with the theory of Seligman (2011) which states positive emotions as an aspect of happiness. This means that according to the phenomenon found by researchers, namely a lack of happiness can cause a decrease in student academic performance and vice versa, high happiness can improve student academic performance.

CONCLUSION

Based on the results of research and analysis regarding the relationship between happiness and academic performance in Islamic Psychology Study Program students at UIN Imam Bonjol Padang, it can be concluded that:

1. The level of happiness among Islamic Psychology Study Program students is in the medium category, namely 147 subjects with a percentage of 71%. This means that Islamic Psychology Study Program students have positive emotions, a good meaning in life and are able to achieve positive relationships in life.
2. The level of academic performance for Islamic Psychology Study Program students is in the medium category, namely 136 subjects have a medium level of academic performance with a percentage of 69%. This means that

Islamic Psychology students have good academic success, impulse control and academic productivity.

3. There is a significant positive relationship between happiness and academic performance in Islamic Psychology Study Program students at UIN Imam Bonjol Padang. This means that the higher a student's happiness, the higher their academic performance.

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