

The Existence of Emotional Intelligence, Level of Education and Optimism on the Happiness of Students

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Abstract: Happiness is a positive feeling that makes individuals feel happy, it has a purpose and knows the meaning of every life event currently being lived. The results of the study described that there was no effect of emotional intelligence, education level and optimism on happiness. The strength of each predictor was weak, but this strength indicated that emotional intelligence and optimism correlate and even become an inseparable part of happiness. There were 117 respondents who met the criteria with a composition of 36 junior high school and 81 senior high school. Anacova was the analytical technique used in this study. This study showed the score of each variable was high. These categories were obtained from happiness (84 people with 71.79%), emotional intelligence (96.58% with 113 people), education level (high school with 70.37% and junior high school with 75%), and optimism (86.33% with 101 people). Happiness was dynamic, dis not persist and change moods due to other factors that were not observed. Each individual could feel and evaluate happiness so that the value of happiness could not be generalized.

Keyword: Happiness, Emotional Intelligence, Education Level, Optimism, Student, Junior High School, Senior High School.

I. INTRODUCTION

Happiness was not limited to the things, achievements or certain things. Happiness lived on and extinguishes by itself. This dynamic nature that made researcher want to study it more deeply. Happiness was originally introduced by Veenhoven. He explained that happiness is not absolute. It cannot be measured from objects, materials, achievements, money or something that other people know. Happiness refers to something that was considered important and then brought someone to feel happy. Then, Lyubomirsky was known for his subjective happiness. Lyubomirsky mapped four general questions to evaluate how happy a person was at a certain time. After that, other researcher appeared, but no aspect has yet been formed. In the era of the 2000s, Seligman devoted himself in researching happiness more specifically. Happiness has many variations, but in this study, Seligman and Rozyman (2003) used components for scale making. Happiness was a collection of positive feelings and there was no pain or negative feelings on it. The connection in this case was the increase in positive feelings in the body so that life felt free of burdens or problems. Positive feelings were part of positive psychology. Positive psychology grew and developed to improve quality of life, psychological well-being and happiness (Baytemir, 2019).

The goal of most individuals was want to feel happiness at every phase of life in order to live a better life (Helliwell, Layard, and Sachs, 2012; King, Vidourek, Merianos, and Singh, 2014). Happiness was a compilation of every positive mood so that individuals felt joy, satisfaction and rarely experience negative emotions in their life (Mehrdadi, Sadeghian, Direkvand-Moghadam, and Hasehemian, 2016). Kim-Prieto, Diener, Tamir, Scollon, and Diener (2005) rated happiness as greater than love, wealth, health and welfare. The reason was that happiness has great benefits in life including better health and success in relationships with other people and the work that is being done (Gentzler, Palmer, Ford, Moran, and Mauss, 2019).

Each individual can detect this stimulus so that the positive effects were very much visible from passionate enthusiasm, love to face challenges, did more things and did not feel lonely (Shubina, 2015; Csikszentmihalyi and Hunter, 2003). Lived a special life and made improvements for the sake of a better life, that way individuals would feel happy (Vourinen, Hietajärvi, and Uusitalo, 2020). Shubina's (2017) statement regarding to happiness was also published. He mentioned that happiness was described as a mood that tends to be less stable and volatile. Those who change their moods were also filled with boredom. Boredom has also been confirmed by several research subjects where they already feel bored at home and miss the school atmosphere that could do many activities and meet many friends. Based on the scientific records of Chin, Markey, Bhargava, Kassam and Loewenstein (2017), it was said that boredom was correlated with sadness, anger, loneliness and worry.

Happiness was very important because it could encourage individuals to be more peaceful, feel more secure, able to make decisions easier, be able to do better jobs, participate, live healthier, more energetic and more satisfied with their lives (Pressman and Cohen, 2005). The factors that trigger happiness came from various sources including hope, optimism, flow, mastery, expressing gratitude, forgiveness and relationships with other people (Csikszentmihalyi and Hunter, 2003; Ben-zur, 2003; Martin, 2011). Positive emotions lead individuals to immeasurable pleasure. If it continued continuously, automatically the mind would also become positive. Individuals will think positively about their future. Individuals would also experience the dimension of permanence by believing in their universal abilities. Emotional factors also contribute positively to happiness (Ye, Yeung, Liu and Rochelle, 2018). In particular, emotional is meant emotional intelligence. This finding was confirmed by Chamorro-Premuzic, Bennett, and Furnham (2007) that emotional intelligence has an effect on predicting how far an individual was happy by mediating the traits of agreeableness, conformity and awareness to achieve happiness.

Individuals with high emotional intelligence were associated with perceived happiness because they had the ability to solve problems, develop empathy, understand the feelings of other individuals by understanding and analyzing emotions to be happy (Izard, 2001). Forming good social relationships was closely related to emotional management and being able to perceive what other people's emotions were like, so that individuals were able to build good social contacts with other individuals. Social contacts could apply anywhere, including education and school. Based on the results of Göksoy's (2017) research, it was found that the ideal education that made individuals happy was carried out student-based school operations, flexible programs and principles, fair and equal teachers, sports activities and intramural culture, taking extrascholastic trips, direct observation, social activities, the number of examinations must be reduced, have adequate equipment, the building must be durable and the number of teaching staff was complete. The purpose of this study was to determine how much the influence of optimism, emotional intelligence, and education level on the happiness of students. Researcher used a rating scale type to collect data. The research scale was made by the researcher. This study referred to the components according to Seligman and Rozyman (2003) for the happiness scale, the optimism scale refers to Seligman (2006), and the emotional intelligence aspects refers to Luebbbers, Downey and Stough (2007). The scale in this study used via google form with respondents who filled in as many as 117 people. There were four alternative answers available, namely strongly agree, agree, disagree and strongly disagree. This study using SPSS 20.0 for Windows to analyze data.

II. BODY OF ARTICLE

A psychological component consisting of health, success, being more socially involved and knowing the direction of cause and effect of an action was called happiness (Seligman, Steen, Park and Peterson, 2005). Happiness was an individual's ability to like and predict the overall quality of life positively (Veenhevon, 1995). The notion of happiness could be translated from various sources, but according to the positive psychology happiness was a state of mind or feeling that was dominated by various feelings of satisfaction, love, pleasure or joy (Wallis, 2005). Happiness was defined as a collection of positive emotions that come from personal actualization and maximum positivity (Myers and Diener, 1995). The extent to which an individual's ability to positively evaluate the quality of his life was the understanding of happiness (Veenhoven, 2000). Happiness was a combination of an emotion with other positive emotions so that individuals felt less stressed and comfort increases (Sarıçam, 2015; Howell, Chenot, Hill and Howell, 2011). These positive emotions encourage feelings of pleasure to the maximum extent possible thereby minimizing individual pain. How to minimize this pain through hedonism, desire and individual objective actions where hedonism was a subjective feeling that treats feelings of pleasure as much as possible and puts aside the pain that was felt, desire was an individual

capable of fulfilling his desire but the amount of pleasure was not as much as that desire, and objective action was do activities that were truly valuable to individuals (Seligman and Rozyman, 2003).

Optimism made someone have a bright view of the future. Individuals did good things and anticipate the worst in a condition. Optimists were gradually making a difference. Optimism served as a cog to make individuals adapt (Rezaei and Khosroshahi, 2018). Although invisible, optimists could dominate the thoughts and actions of individuals to remain prejudiced. Every time the individual thought positively, he also received positive consequences. The intended positive consequence was that it contained hope that can lead individuals to be more involved with difficult tasks combined with high self-awareness (Nes, Segerstrom and Sephton, 2005). Individuals involved expectations in every occupation that was occupied. Talking about Kardas' hopes, Cam, Eskisu and Gelibolu (2019) argued that positive expectations were the forerunner of optimistic individuals to organize their future so that individuals became more flexible and more open in facing difficulties. The hopelessness felt by pessimistic individuals would go too far for optimistic individuals, with an optimistic thinking style, they were sure that good things would come and did not feel anxious (Thomson, Schonert-Reichl, and Oberle, 2014). If individuals instill optimism from an early age, the results shown were also relevant to the research results of Ginevra, Sgramella, Ferrari, Nota, Santili, and Soresi (2016) that individuals tend to be able to map their life plans starting from making simple decisions to their life goals.

Optimism thinking style gradually has a positive impact on individuals such as being healthier physically and mentally, getting lots of social support, understanding effective coping strategies, being confident and happier (Millstein, Chung, Hoepfner, Legler, Mastromauro, Huffman. and Boehm, 2019). Optimism was closely related to positive thinking and then with such abilities, individuals could easily arrange their education such as continuing to school where, to take the next step for the future, etc. so that individuals can convince themselves and feel happy (Furnham and Cheng, 2000). Optimism was a significant predictor of changes in perceived stress, depression, loneliness, and social support over time (Scheier and Carver, 1992). Optimism was a personality trait that was balanced in various situations from time to time because individuals have accepted the past and started planning their future (Conversano, Rotondo, Lensi, Vista and Reda 2010). Caprara and Steca (2005) explain that optimism was the appropriateness of an individual evaluation by considering good things and bad things that would happen in the future. The expectations that individuals hold as positive outcomes and have been shown to act as protective factors against somatic problems and individual mental health were called optimism (Brandt, 2011).

An advantage that was possessed to support individuals in their learning places by regulating, managing, understanding their emotions both in themselves and when interacting with peers and teachers were categorized as the literal meaning of emotional intelligence (Saklofske, Austin, Mastoras, Beaton and Osborne 2012). Emotional intelligence was said to be a component that came from cognitive abilities to be used in solving individual problems (Austin, Saklofske, Huang and McKenney, 2004). Daniela, Pablo and Injue-Ricle (2018) add that emotional intelligence was defined as the ability to understand the emotions of oneself and other individuals so that individuals were able to guide these thoughts and emotions to be useful in everything they are going through. Salovey and Mayer (1990) explained that emotional intelligence was referred to as a subset of social intelligence which involves the ability to monitor social feelings involving the abilities of other individuals, sorting them all out and using this information to guide thoughts and actions. Emotional intelligence was defined as the ability to motivate oneself, to withstand pressure, control desires, regulate moods, maintain stress loads so as not to paralyze individual thinking and feeling abilities (Goleman, 2001). Gardner (Goleman, 2001) also revealed that individuals who were successful in managing emotions that were currently flaring in their own hearts and other individuals could be said to be individuals with the fulfillment of emotional intelligence.

The word level was easy to find in various places, one of which was educational institutions. Blessinger and Bliss (2016) actualize education as an institution that was considered related to human rights because it produced many positive benefits for humans at the social, personal, and economic levels. As an institutional institution, education has the potential to increase learning and teaching innovation, create opportunities for collaboration with other institutions, increase the participation of social institutions and create economies of scale more effectively. Education in Indonesia lived in stages or levels respectively. According to Blessinger and Bliss (2016) the level of education was an institution that has an important role in educating the nation's life through resources, innovation and planning as its pillars and enforced according to educational levels from elementary to college.

According to Law No. 20 of 2003 concerning the national education system, it was stated that the level of education in Indonesia consisted of three, namely primary, secondary and tertiary education in accordance with Article 14. The government also classified the pathways, levels and types of education respectively. Article 17 second part regulated basic education. Article 18 of the third part regulated secondary education. Article 19 of the fourth part regulated higher education. Primary education was a level of education that pioneered the establishment of the secondary education level so that its forms could be recognized, namely elementary school and madrasah ibtidaiyah, junior high school or tsanawiyah madrasah.

Secondary education was a continuation of basic education which was classified into senior high schools, aliyah madrasah, vocational high schools and vocational aliyah madrasah. Finally, law No. 20 of 2003 discussed higher education, namely the level of education after secondary education which included diploma, bachelor, master, specialist and doctoral education programs organized by universities. Renewal of the Law related to the National Education System continued to be encouraged, the proof was that the government has issued Law Permendikbud Number 6 of 2019 with a total of 23 Articles. Permendikbud Number 6 of 2019 reads "Junior High School, hereinafter abbreviated as SMP, was a form of formal education unit that provided general education at the basic education level as a continuation of SD, MI, or other forms of equivalent or advanced learning outcomes that are recognized as the same. or equivalent to SD or MI ". The next point was "Senior High School, hereinafter abbreviated as SMA, was a form of formal education unit that provided general education at the secondary education level as a continuation of SMP, MTs, or other forms of equivalent or advanced learning outcomes that were recognized as equal or equivalent to SMP. or MTs ". Based on the previous description, it can be concluded that the level or level of education in Indonesia consists of three, namely basic education, secondary education and higher education. This form of basic education was applied to elementary schools, junior high schools and more religious schools. This form of secondary education was applied to senior high schools, vocational high schools and vocational schools that were more religious. Higher education was a tertiary institution that provided education ranging from diploma, bachelor, master and doctoral degrees.

The major hypothesis could be learned from the corrected model, while the minor hypothesis could be seen from the significant emotional intelligence on happiness, optimism for happiness and the level of education on happiness. Regarding to the variance of happiness levels between junior high and high school students, steps could be taken was to check the significance value in the pairwise comparisons table. If the ptable value > 0.05, it was considered that the hypothesis in this study was rejected. Table value < 0.05, this information indicated the hypothesis was accepted.

Table 1. Hypothesis Test Results

	df	F	p	Explanation
<i>Corrected Model</i>	3	1,790	0,153	Rejected
Happiness * Emotional Intelligence	1	2,897	0,091	Rejected
Happiness * Optimism	1	0,767	0,383	Rejected
Happiness * Level of Education	1	3,050	0,083	Rejected

The anacova results displayed in the table above showed in general that all hypotheses were rejected. The major hypothesis in the corrected model section showed that the p value of the table was 0.153 which meant that there was no effect of emotional intelligence, education level and optimism on happiness with an F value of 1.790. Furthermore, the rejection of the effect of emotional intelligence on happiness was also influenced by the F value of 2.897 with p of 0.091. Not only emotional intelligence, the effect of optimism on happiness could not be found because the p number was 0.383 and the F was 0.767. The next rejected hypothesis labeling was the level of education on happiness. The education level has a p of 0.083, which means the education level has no influence on happiness with an F value of 3.050.

Table 2. Test the Difference in Education Levels

H ₁	p	Evidence
Junior High School*Senior High School	0,083	Rejected

Each study raised various research results. One of the results of this study found that there was no significant effect of emotional intelligence, education level and optimism on happiness. The insignificant results indicated that there was a

high probability that there was an influence or relationship but cannot be detected clearly due to the low statistical coefficient (Schmidt and Oh, 2016). First, emotional intelligence has no effect on happiness because individuals who feel positive emotions also indirectly feel happy. There was no effect because expressing emotions to oneself or others was also the part of the fun. By understanding and directing positive emotions, individuals can easily find a purpose in life.

One item read "I know the consequences of my every action" so the item implied if the individual recognizes every result of his actions so that the individual could easily know the direction of his life's goal. Furthermore, "I feel stressed about school work", the item was associated with emotional reactions to happiness. When students were unhappy with their school assignments, they have difficulty controlling their emotions. The second objection was that optimism has no effect on happiness. The item "me and my friends talk about things we like" supports students to feel close to others. Students have close connections with their peers so that these items were considered to support both happiness and emotional intelligence. These items were so closely related to the happiness and emotional intelligence that they cannot affect happiness. Optimism referred to an individual's belief in facing a bright future so that with this belief the individual has great strength or ability to succeed. One of the items reads "I have high hopes for success". This item was similar to the aspect of meaning in happiness which indicated that if the individual believed in his abilities, then of course the individual had a great fighting power to achieve whatever he dreams of. The supporting theories between the dependent variable and the independent variable were still lacking. This was part of a research weakness that can be of special note for further research (Widhiarso, 2012). Most of the studies found referred to the relationship between variables such as the relationship between happiness and emotional intelligence or one of the variables. According to Maxwell (2004) insignificant results were not the desire of researchers so that researchers try to increase the power of these statistics. This research scheme cannot increase statistical power by means of experimentation so that according to Maxwell's statement the researcher cannot avoid insignificant results as research weaknesses.

The research findings were not significantly affected by the sample size. The sample used cannot yet interpret the research objectives because the sample size was still small (White, Redford, and Macdonald, 2020). The disproportionate number of respondents also affected the results of the study. There were more high school subjects compared to junior high schools so that for further research, they paid more attention to sample size. Most likely if the number of samples was more, then it can answer the hypothesis of a study. The sample greatly influenced the research. Researcher must be more careful in determining the number of respondents. At the beginning of the scale, the respondent must fill in a bio including name, class, age and school name. After filling in the previous agreement, the respondent filled out the scale. The items arranged should be more diverse and not the same as other variables. This study has almost the same items so that the possibility of repetition or training can occur. Unexpected repetitions or exercises actually appear in this study so that the variation in respondents' scores did not vary too much. In general, the respondents' scores were high. A high score for all of the variables was likely to lead to changes that were actually weakening the research.

The researcher cannot deny that the moderating variables played a role in determining the research results. The presumptions that arise were demographic factors that were too specific, age characteristics that were classified as the same, conditions that made students go to online school, the influence of other variables that were not examined in this study. Demographic factors made researcher conducted research randomly and not collected in one school. The age characteristic defined was adolescence. Students who were both classified as teenagers also do not have a significant effect. The study of Schmidt and Oh (2016) stated that errors in sampling and completeness of the study caused statistical power to be too low so that it has no effect.

The hope for the development of the next research was to compare adolescents with adults or adolescents with children so that different research results were generated. Other moderating variables were unlikely to be reached or researched in this study. Each independent variable in this study was a temporary variable, which changed every time so that it was likely that the variables of happiness, emotional intelligence and optimism were unstable. Many things can affect individual perceptions plus positive feelings also change according to the conditions felt by the individual. Apart from the type of variable, the analysis technique was also noteworthy. The right analytical technique could help researcher to find research objectives. In general, the scores for happiness, optimism, emotional intelligence and education level were in the high category. Researcher has reviewed positive psychology as something that was interesting to research, even though it found less negative problems, but the existence of positive psychology can make humans grow and develop more optimally and better.

III. CONCLUSION

The conclusion of this study was there was no effect of emotional intelligence, education level and optimism on happiness. The scale given to the respondents triggers an effect on the results of this study, namely that happiness was high, emotional intelligence was high and optimism was high. In general, there was no influence of the three independent variables on the dependent so that further and comprehensive action or study or scientific research was still needed to find other supporting factors for happiness that were not examined in this study. Researcher provided suggestions for the achievement of scientific studies to further researchers, students and schools. The suggestions given were in the form of theoretical and practical suggestions as follows:

- ✓ If you are interested in researching similar topics, it is better if the researcher makes updates or synchronization according to the suggestions of the weaknesses of this study. The research is expected to overcome the weaknesses of previous research so that it does not repeat itself and progress occurs.
- ✓ Selection of the number of samples must be considered by measuring the number of samples that are representative of the population.
- ✓ Adding theories that are more relevant to the characteristics of the research sample to make it more valid and reliable.
- ✓ Carefully compile a research line of thought or a research frame of mind to make it easier for researchers to develop research results.
- ✓ High happiness can be an inspiration for students and schools to keep this happiness stable and measurable.
- ✓ The high category for emotional intelligence gets support from various aspects, starting from students being able to perceive facial expressions, directing emotions to positive things, controlling and regulating their emotions and analyzing how emotions are channeled properly ..
- ✓ From optimism, it is found that students have high scores, it is hoped that with this category students evaluate the good and bad things that have been passed, not easily give up and think it.

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