HAPPINESS AND ACADEMIC ACHIEVEMENT OF STUDENTS IN THE MATHEMATICS AND NATURAL SCIENCE FACULTY, UNIVERSITY OF MAKASSAR

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Abstract

Penelitian ini bertujuan untuk mengetahui hubungan antara kebahagiaan dan prestasi akademik mahasiswa Fakultas Matematika Dan Ilmu Pengetahuan Alam Universitas Negeri Makassar. Selain itu peneliti memperoleh gambaran perbedaan kebahagiaan antara mahasiswa laki-laki dan perempuan serta faktor-faktor penyebab kebahagiaan. Jumlah responden dalam penelitian ini adalah sejumlah 135 mahasiswa Fakultas Matematika dan Ilmu Pengetahuan Alam Universitas Negeri Makassar. Alat ukur yang digunakan dalam penelitian ini Adalah Dispositional Positive Emotions Scale yang dibuat oleh Shiota, Kaltner, dan John pada tahun 2006 untuk mengukur kebahagiaan dan Indeks Prestasi Kumulatif (IPK) untuk mengukur prestasi mahasiswa. Hasil penelitian menunjukkan bahwa kooefisien korelasi sebesar 0,607 dengan nilai signifikansi sebesar 0,000 (p<0,05). Hasil ini menunjukkan bahwa terdapat hubungan antara kebahagiaan dan prestasi akademik mahasiswa di Fakultas Matematika Dan Ilmu Pengetahuan Alam Universitas Negeri Makassar. Penelitian ini juga menunjukkan bahwa mahasiswa perempuan lebih memiliki kebahagiaan yang tinggi dibandingkan laki-laki. Mahasiswa di Fakultas Matematika Dan Ilmu Pengetahuan Alam Universitas Negeri Makassar memiliki adaptasi dan penyesuaian diri yang baik serta interaksi sosial yang baik dengan lingkungan kampus sehingga dapat meingkatkan kebahagiaan dan prestasi akademik mahasiswa.

Keywords: happiness, academic, natural science

PENDAHULUAN

School includes the context of student development as teenagers in increasing cognitive, social and emotional capacities. Schools are obliged to provide a safe environment and stimulate students to strive and have hope in achieving academic learning and life skills. Students spend a lot of time in school by doing learning in class and extracurricular activities. Time spent approximately 6-8 hours a day or 30 hours per week. In a fairly long period of time in the school students interact with peers, teachers and even school administrators. This requires a healthy pattern of interaction in each of these activities.

Interaction of students with peers has a risk of the presence of risky behavior in students. Fadzlul et al (2016) show that bullying behavior, smoking, sexual behavior and drug use are risk behaviors carried out by adolescents due to peer influence. Access to cigarettes and drugs as well as peer pressure to use them is a risk for adolescents in associating with peers. This is exacerbated that peers can be the main perpetrators of bullying at school. On the other hand, the interaction between teachers and students has also a risk. Muis (2017) shows that students become victims of violence at school, such as verbal, psychological, physical violence. Most students who become victims tend to surrender to the violence, only a small percentage (10.6%) feel revenge. Paradigm and insight to enforce discipline with violence is the reason for the teacher in this regard.

Empirically, schools are influential in shaping adolescent self-identity. The school's scope provides ideal learning principles for the growth of adolescent self-identity. The better the reinforcement provided by the school, the phase of identity confusion that occurs in adolescents will be passed successfully without the impact of falling students into risky behavior.

Jessor (1993) explains that schools are included in protective and risk factors. Schools can be a protector of students in achieving the ideal developmental stage, but it is not impossible to be a risk factor to direct students to do risky behavior. This requires school involvement to protect students from risky behavior so that students feel psychological well-being. Allardt (A. Konu & Rimpelä, 2002) explains that welfare is a condition where it is possible for humans to meet their basic needs. In the welfare indicator system, both basic human and material needs must be considered. Allardt divides basic human needs into three categories, namely having (having), loving (loving), being (being). Having refers to material conditions and personal needs in a broad perspective. Loving means the need to connect with others and to form a social identity. Being indicates the need for personal growth i.e. integration into society and living in harmony with nature.

Furthermore, the concept of a prosperous school is associated with teaching and education, on the one hand with learning and on the other with achievement. Welfare schools are divided into 4 (four) dimensions, namely school conditions (having), social relationships (loving), means for self-fulfillment (being), and health status (A. Konu & Rimpelä, 2002).

Psychological well-being of students can be realized through the prosperous school program (Hidayah et al., 2016). The prosperous school program in Indonesia is carried out by the Center for Public Mental Health, Faculty of Psychology, Universitas Gadjah Mada in collaboration with stakeholders with the aim of minimizing student delinquency by involving teachers, parents, and the community. The criteria for a prosperous school must meet at least four main requirements, namely healthy school conditions and a conducive environment, good interaction among school members, student opportunities for self-actualization, development potential, and good mental and physical conditions (Hidayah et al., 2016).).

Indonesia has various facts in the implementation of the prosperous school program. Khatimah's research (2015) explains that the welfare of accelerated school students in high school is described in good school infrastructure, excellent individual capital, unhealthy learning management designs, good interpersonal interactions in schools, good school management, and perceptions of support from people. The research of Hidayah et al (2016) shows that psychological well-being of students in schools is high on the dimensions of health status, but low on the dimensions of having (having),

loving (loving) and being (being). Another finding was that there was a tendency for verbal, physical, and sexual intimidation by their classmates and teachers in private.

Fatmawati's research (2018) explains that the supporting factors for the prosperous school program at SMA Negeri 1 Godean are the commitment and responsibility of program implementing agents, school residents who are open to new programs, the existence of parties outside the school who help in implementing the program, namely the Center Public Mental Health UGM, the infrastructure owned by the school, while the inhibiting factors for the program are funds and time. Based on the description of the problem above, this research is proposed to describe the indicators of the prosperous school program at public high schools in Jambi City with the hope of implementing the program and knowing the factors that influence it.

METHODS

This study involved 239 respondents in Jambi City. The sampling technique is random sampling. Respondents were male (n = 57) and female (n = 182) who were public high school students in Jambi City. Students know school conditions, social relationships that occur at school, school self-fulfillment, health status. The instrument that the researcher used in this study was developed by the research team using open-ended survey questions. In preparing the open-ended questions, the researcher conducted discussions with the team, experts, and students in Jambi City as research respondents to ask whether the questions could be understood. Data were analyzed using categorization (coding), axial coding, and tabulation and percentage of the number of responses answered by respondents. After getting the results of categories and percentages, the researcher describes the results of the study based on the categories that have been analyzed by the researcher.

RESULT AND DISCUSSION

The criteria for a prosperous school must at least meet requirements such as healthy school conditions and a conducive environment, good interactions among school members, opportunities for students to self-actualization, potential for development, and good mental and physical conditions (Hidayah et al., 2016; AI). Konu & Lintonen, 2006; A. Konu & Rimpelä, 2002). This study describes the criteria for a prosperous school that includes four components, namely school conditions (having), social relationships (loving), self-fulfillment (being), and health status (health), although in each component there are still unsatisfactory achievement indicators status. School conditions are described through several indicators, namely class density, noise, poor ventilation, air quality temperature, poor lighting, dirt/dust on desks, poor facilities, anxiety in class, time pressure in class, incidents of violence, risk of accidents, risk of loss (cell phone, motorbike, money in bag), insufficient rest time.

In the school condition component (having) it shows that damaged chairs have quite a disruptive impact on school work according to students, while other problems still slightly affect school work for students. Toilet facilities that need to be improved & incomplete leisure facilities are a problem in realizing a prosperous school. Good school facilities have the potential to increase students' academic achievement (Owoeye & Yara, 2011). Students' perceptions of schools with poor quality infrastructure affect the psychological well-being of these students. Poor infrastructure makes students' psychological well-being low (Cuyvers et al., 2011). Facilities that affect student satisfaction and performance are toilet facilities, ventilation, temperature, lighting, and noise levels, integrated ICT (Cuyvers et al., 2011; A. I. Konu & Lintonen, 2006).

Furthermore, Barret et al (2018) explained that optimal class density, optimal school time span, optimal scheduling of room use have a positive effect on student academic outcomes, although each school is expected to have its own parameters that are used to maximize the school facilities they have. . This explains that the physical condition of the school can be used more optimally with various learning planning strategies that suit the needs of students, and schools are expected to have a more measurable facility development plan, setting priorities according to the allocation of available

funds. This study also describes social relationships including student and teacher relationships, relationships with schools, group dynamics, bullying, cooperation between school and home.

Problems in the social relationship component (loving) that are of concern (table 3) in realizing a prosperous school are the difficulty of students in working together in teams, the difficulty of doing assignments, the difficulty of students in preparing for exams, and the difficulty of finding the right learning method for themselves. The dynamics of social relations (loving) between students and peers have an influence on learning so that it affects success in attending classes and assignments. Feedback from peer support encourages students to participate in learning at school. Peer interaction can develop mindsets and beliefs in dealing with education at school. A good student's mindset influences how they feel and act in school. If in class students focus on developing mindsets through learning, students will feel emotional well-being (McLaughlin, 2008).

Connectedness between students and high schools also encourages students to get high academic achievement, be close to peers, engage in academic activities and have emotional well-being (Lohmeier & Lee, 2011). Keyes & Waterman (2008) added that support from friends will make students feel happier and more prosperous at school. This understanding explains that social relations can occur if students feel they have a good relationship with the school so that they feel familiarity with peers and are able to engage in academic activities that are oriented towards developing mindsets and beliefs in dealing with classroom learning and assignments at home.

The social relationship component (loving) describes aspects of teacher guidance or motivation and student learning experiences that are interrelated with the component of self-fulfillment (being). Inconsistency of teachers in providing free time for students to study outside the classroom, unscrupulous teachers towards students, teachers punishing students with verbal violence, lack of consistency of teachers to use comfortable methods of learning and lack of teachers providing diverse learning resources, teachers are too expect a lot from students in learning, teachers teach in a hurry.

CONCLUSSION

The prosperous school program is not a new thing in the development of students' psychological well-being. The indicators of prosperous school achievement in Jambi City public high schools that have been achieved are school conditions (having), social relations (loving), school self-fulfillment (being), health status (health) although in each component there are still unsatisfactory achievement indicator statuses. . The condition of the school (having) is still a problem, namely the incomplete relaxation facilities for students, so it is necessary to plan for schools to build, develop or manage existing facilities according to the needs of students.
Social relationships (loving) and self-fulfillment (being) are components that require the teacher's important role in managing to be more synergistic. Teachers are expected to provide effective and interesting teaching, and apply open, scheduled learning patterns, and manage classes constructively. Teachers should organize and supervise more focused learning activities. Students are expected to be given stimulation and challenges in learning, and get a sense of security and satisfaction in learning. This is expected to encourage students to develop a mindset and confidence in facing exams and assignments at home independently or working together in teams.

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