



The Role of Religiosity on The Happiness of Students in Padang

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ABSTRACT

This research aims to determine the relationship between religiosity and happiness in students at SMK Negeri "X" Padang. The variables in this research are religiosity (X) and happiness (Y). The sampling technique in this research used a stratified random sampling technique. The total sample were 182 people. The measuring instruments used in this research are the religiosity scale and happiness scale. The data analysis method used for hypothesis testing in this research is using Pearson product moment (Pearson) correlation which was carried out with the help of IBM SPSS version 21.0, which shows that the correlation coefficient value is $r=0.723$ with a sig value= 0.000 , because the value (p) sig 0.000 , because the value (p) sig $0.000 < 0.01$ which means there is a very significant relationship between religiosity and happiness in a positive direction, meaning that the higher the religiosity, the higher the happiness. On the other hand, the lower the religiosity, the lower the happiness of students at SMK Negeri "X" Padang. This means that the research hypothesis is accepted. The effective contribution of the religiosity variable to happiness is 52%.

Keywords: Religiosity, Happiness, Students, Padang.

INTRODUCTION

In Indonesia, formal education has several levels, one of which is Vocational High School. In UUSPN Number 20, Article 3 explains that Article 15 of 2003 states that vocational high schools are secondary education level units to prepare students to work in certain fields. Vocational School is a secondary education and formal education pathway from the education unit system in Indonesia (Irwanto, 2021).

Students are who sit at study tables at elementary school, middle school, high school and vocational high school. These students learn to gain knowledge and to achieve an understanding of the knowledge that has been obtained in the world of education. Students or learners are those who are specifically

given by their parents to take part in learning held at school, with the aim of becoming knowledgeable, skilled, experienced, personable, noble and independent human beings (Merpati et al., 2018).

Adolescents are individuals who are in the transition period from childhood to adulthood with an age range from 12 to 20 years, Shaffer and Kip (Lana & Indrawati, 2021). In this transitional period, teenagers often experience ambiguity because they are in a position between children and adults. Adolescents also experience a period of development which includes changes in physical, social and emotional aspects, Santrok (Lana & Indrawati, 2021). During this period of identity formation, teenagers are faced with various upheavals, such as experiencing puberty which affects teenagers' moods, internal conflicts, and are vulnerable to risky behaviour because they have great curiosity, Shaffer and Kip (Lana & Indrawati, 2021). According to Broadbent stated that Indonesia has a high prevalence of depressive symptoms in adolescents in the 15-to-19-year age group (Lana & Indrawati, 2021). Adolescents who have a high level of mental health will have a high level of happiness; conversely if adolescents have mental health problems, they will have a low level of happiness or feel unhappy. Unhappy teenagers tend to feel negative affection which can lead to unhappiness.

Adolescence, with increased social awareness, brings the emergence of daily social pressures on adolescent individuals, who are vulnerable to various problems due to difficulty adapting to the environment. Happiness is one of the things that can help overcome problems in teenagers. According to Grimaldy Happiness also plays an important role in student development, especially in relation to students' psychological development. In other words, the more often a child has happy experiences, the better he will judge himself (Affandi et al., 2020).

According to Seligman happiness is the result of an individual's assessment of himself and his life. The assessment in question contains positive emotions, such as comfort, joy, or positive things that do not fulfil any emotional components (Rina et al., 2022). However, Aristotle stated that happiness means a feeling of calm and tranquillity that a person feels without any coercion from other people which is achieved by each person according to their own will (Novia et al., 2020). Meanwhile, according to Carr Happiness itself is defined as a positive psychological state and is characterized by a high level of life satisfaction, a high level of positive affect, and a low level of negative affect (Gunawan, 2020).

According to Seligman there are five aspects that can influence a person's happiness, namely establishing positive relationships with other people, full involvement, finding meaning in everyday life, realistic optimism, and resilience (Ardani & Istiqomah, 2020). Factors that influence happiness according to Seligman provide eight factors that can influence a person's happiness, including money, marriage, social life, negative emotions, age, health, gender and religion. Happy people generally feel they have control over their lives. Individuals feel they have strengths and advantages so that they usually do better at school or work (FITRA, 2023).

One factor that influences individual happiness is religion or religiosity. The need for religious values is influenced by family norms and education. A person's religiosity is influenced by education, experience and childhood training, providing hope and meaning in life. Suhardiyanto defines religiosity as a form of personal relationship with a figure you believe in (God) with the consequence of the emergence of a desire to obey and comply with what He recommends and prohibits (Habibie et al., 2019). Supporting this statement, religiosity is considered as the level of knowledge, belief, implementation of worship and creeds, as well as appreciation of religion through deeds, Nashori and Mucharam (Habibie et al., 2019).

According to Putri Religiosity is the level of a person's religious faith which is reflected in beliefs, experiences and behavior that refer to aspects of the quality of humans themselves to live a good life. By having an attitude of religiosity in students, students have guidance in carrying out their lives which are full of challenges and pressure (Wijayanti & Sholihah, 2021). Meanwhile, Prapanca stated that Religiosity is the relationship between living creatures and God in the form of worship carried out in everyday attitudes (Wijayanti & Sholihah, 2021).

The factors that influence religiosity according to Glock & Stark are five religious dimensions, namely the dimension of belief (ideological), the dimension of religious worship or practice (ritualistic), the dimension of experience (experiential), the dimension of practice (consequential), and the dimension of religious knowledge (intellectual). The relationship between hope for the future and religious belief is the basis of why faith is so effective in combating despair and increasing happiness.

The phenomenon that occurs at Vocational High School "X" Padang is a lack of self-control among students. This condition is different from people who feel happy in general, who tend to have control over their lives. This deficiency is especially evident in teenagers, where students prefer to use cell phones during learning rather than displaying the characteristics of openness that are generally possessed by happy individuals. The characteristic of happy people, namely an open attitude, is not very visible in teenagers. Students even choose to smoke in a corner of the school to avoid being monitored by teachers. Students are reluctant to be honest with teachers about their smoking habits, whether because of social pressure, personal encouragement, or personal problems they face. Students prefer to avoid interaction with teachers rather than using teachers as a place to share problems and find solutions. Lack of self-esteem by students is also an indicator of unhappiness. Students who have self-respect generally have a better understanding of the goals of education, when it is appropriate to play, study, and hang out with friends. On the other hand, students who are not stable in setting long-term goals in their lives tend to have low levels of self-confidence.

Based on the results of interviews conducted with 10 students at Public Vocational High School "X" Padang, information was obtained that there was a problem regarding the level of happiness among students. From the interviews that were conducted, the results showed that students had poor relationships with their friends because students still did not know each other's friends' characters, which sometimes caused arguments between students which had an impact on feelings of happiness for some students. Students also said that they lacked motivation to fully participate in school activities, especially when completing assignments in groups. Students feel they have not been able to provide broad meaning to life, especially in the context of the learning process, students are still looking for a deeper understanding or clear goals in their learning experience. This is characterized by a lack of student motivation in learning. Students also feel pessimistic and anxious about the future, due to students' confusion regarding career and education choices after graduating from school. Students also say that they have difficulty getting up after experiencing failure or difficult situations so they may need additional support to restore their enthusiasm and confidence. This is because students still find it difficult to carry out their obligations in worship and are still far from positive things in religion.

Based on observations and interviews that researcher conducted with students at Vocational High School "X" Padang experiencing several problems related to religiosity. The influence of relationships in the school environment which can make students influenced by their friends, the negative influence of social media with incorrect or misleading information, and the influence of the family which can weaken beliefs if they do not support the student's religion. Apart from that, busy school and the influence of

friends can also make students less diligent in praying, while lack of motivation also plays an important role. Lack of understanding about religion and lack of role models from parents or teachers can reduce students' appreciation of worship. Religious knowledge is also affected by lack of attention from schools and lack of student interest. Lastly, a lack of awareness of the importance of practicing religious teachings and a lack of motivation play a role in hindering the practice of religion in students' daily lives.

RESEARCH METHODS

Population and Sample

The sampling technique in this research is stratified random sampling, that is, the sampling technique is based on strata or levels. For example, sampling is based on class, education level, age category level, income category level and so on. The total population are 514 students with an error of 10% based on Isac and Michael's table, so the number of students who can be used as research samples are 182 students. The data collection method used in this research is the scale method. The scale model used in Religiosity and Happiness is a Likert scale model. The Likert scale consists of statements or questions which consist of two types, namely favorable statements (support or side with the attitude object) and unfavorable statements (not supporting the attitude object). The scale in this study has a respondent format and four alternative answers, namely SS (strongly agree), S (agree), TS (disagree), STS (strongly disagree).

Validity and Reliability Test

This research scale went through several stages of analysis, namely the validity test, which is the extent to which a measuring instrument is precise and accurate in carrying out its measuring function. An item can be considered to have satisfactory discriminatory power if the total item correlation is usually used as a limit of $R_{ix} \geq 0.30$, whereas for a scale an item that has a value of ≤ 0.30 can be interpreted as an item that has low discriminatory power and the scale is said to be invalid. Based on the normality test on the religiosity scale with corrected item-total correlation values ranging from 0.357 to 0.808. its distinguishing power is considered satisfactory. Meanwhile, for the happiness scale with corrected item-total correlation values ranging from 0.304 to 0.768, the discriminating power is considered satisfactory. Reliability on the religiosity scale uses the Cronbach Alpha Analysis technique, after going through the process of calculating the test results, a reliability coefficient value of 0.934 is obtained. This shows that the religiosity scale measuring instrument has high reliability, so it is reliable for use in study. The reliability of the happiness scale in this study used Cronbach's Alpha Analysis technique. After going through the process of calculating the tryout results, the happiness coefficient value was obtained at 0.937. This shows that the happiness measuring instrument has high reliability.

RESULTS AND DISCUSSION

Normality Testing

The normality test is used to determine whether the data population is normally distributed or not. The normality test in this study used the One Sample Kolmogorov Smirnov analysis test using a significance level (p) greater than 0.05. Based on the results of data processing using the IBM SPSS Statistics version 21.0 programs, the results obtained are presented in Table 1.

Table 1. Normality Test of the Religiosity Scale with Happiness

Variable	N	KSZ	P	Distribution
Religiosity	182	0,948	0,330	Normal
Happiness	182	1,086	0,189	Normal

Based on table 1 above, the significant value obtained on the Religiosity scale is $p = 0.330$ with $KSZ = 0.948$. These results show that the p value is > 0.05 , meaning that the distribution of the Religiosity scale is normally distributed, while for the Happiness scale it is $p = 0.189$ with $KSZ = 1.086$. These results show that the p value is > 0.05 , which means that the distribution of the Happiness scale is normally distributed.

Linearity Testing

The linearity test aims to determine whether two variables have a linear or insignificant relationship using the test for linearity at a significance level of 0.05. Two variables are said to have a linear relationship if the significance (linearity) is less than 0.05 (Priyatno, 2022). Based on the results of data processing using the IBM SPSS Statistics version 21.0 program, the following results were obtained:

Table 2. Linearity Test of the Religiosity and Happiness Scale

N	Df	Mean Square	F	Sig.
182	1	14011.047	198.145	0,000

Based on table 2 above, the value obtained is $F = 198.145$ with a significance of $p = 0.000$ ($p < 0.05$), meaning that the variance on the Religiosity and Happiness scale is classified as Linear.

Hypothesis Testing

Hypothesis testing aims to find out whether the conclusions from the sample can apply to the population or can be generalized (Priyatno, 2022). Processing research data on the relationship between religiosity and happiness in class X students at Public Vocational High School 5 Padang uses the Pearson product moment statistical test with the help of IBM SPSS 21.0. The results of the Pearson product moment correlation test calculation using IBM SPSS Statistics version 21.0 can be seen in the following table.

Table 3. Correlation Test Results between Religiosity and Happiness

Correlation Score (r)	(a)	R Square	P	Conclusions
0,723	0,01	0,522	0,000	<i>Sig (2-tailed)</i> 0,000<0,01 level of significant (a), it means hypothesis is accepted.

Based on table 3 above, the correlation coefficient between religiosity and happiness is $r = 0.723$ and $p = 0.000 < 0.01$ level of significance (a) meaning that the hypothesis is accepted, so there is a very significant relationship between religiosity and happiness in students at Public Vocational High School 5 Padang. The R value has a positive direction with a strong level, this shows that if the level of religiosity is high then student happiness will be high. Conversely, if the level of religiosity is low, student happiness will be low.

Table 4. Descriptive statistics Religiosity Scale with Happiness

Variable	N	Min.	Max.	Mean	Standard Deviation
Religiosity	182	67	129	97,13	12,176
Happiness	182	71	131	102,04	12,690

Based on Table 4, grouping can be carried out referring to categorization criteria with the aim of placing individuals into separate groups in stages according to a continuum based on the measured attributes.

Table 5. Categorization of Religiosity and Happiness

Variable	Score	Total	Percentage (%)	Category
Religiosity	< 85	19	11%	Low
	86 – 109	128	70%	Moderate
	≥ 110	35	19%	High

Variable	Score	Total	Percentage (%)	Category
Happiness	< 89	20	11%	Low
	90 – 113	133	73%	Moderate
	>114	29	16%	High

Based on table 5 above, it can be illustrated that 19 or (11%) class students at Public Vocational High School "X" Padang have low religiosity, 128 or (70%) students at Public Vocational High School "X" Padang have moderate religiosity and 35 or (19%) of students at Public Vocational School "X" Padang have high religiosity. Meanwhile 20 or (11%) students at Public Vocational High School "X" Padang had low happiness, 133 or (73%) students at Public Vocational School "X" Padang had moderate happiness and 29 or (16%) students at Public Vocational School "X" Padang have high happiness. It can be concluded that on average the subjects have religiosity and happiness in the medium category.

Discussion

Based on the results of the Pearson product moment correlation test carried out with the help of IBM SPSS version 21.0, the correlation coefficient value $r = 0.723$ was obtained with a value $(p) \text{ sig} = 0.000 < 0.01$ level of significance (α), which means that the hypothesis is accepted and there is a relationship. There is a very significant relationship between religiosity and happiness among students at Public Vocational school "X" Padang. This shows that the correlation has a strong positive direction, meaning that if the level of student religiosity is high, student happiness will be high. On the other hand, if the level of student religiosity is low then the happiness of students at Public Vocational High School "X" Padang will also be low.

According to Wilson if someone has a very strong level of religiosity then he should be able to carry out whatever is recommended in that religion (Fitriyah & Hairina, 2023). Religiosity is applied in all areas of human life. Activities in the field of religion are not only carrying out worship but also carrying out activities that are driven by the supernatural, in this case not only things that are visible to the eye but also activities that are invisible and occur in the heart of an individual. Therefore, a person's religiousness includes various dimensions and points of view.

The research results are in line with research conducted by Khairiah showing that there is a significant relationship between religiosity and happiness in santri (Khairiah et al., 2023). This means that the higher the level of religiosity of the santri, the higher the level of happiness of the santri and vice versa, the lower the level of religiosity, the lower the level of happiness of the santri so that the hypothesis in this study can be accepted.

Happiness is the result of an individual's assessment of himself and his life. The assessment in question contains positive emotions, such as comfort, joy, or positive things that do not fulfil any emotional components (Seligman) (Rina et al., 2022). On Form's theory of psychological health and happiness (RAMDHANI, 2022). Happiness will make students more grateful when they are able to appreciate the simple things around them because people who always feel happiness will see the world as a safer place and feel more confident and can make easier choices and can be invited to work together because have a healthy personality.

CONCLUSION

Based on the results of the discussion that has been explained, a conclusion can be drawn which is also the answer to the aim of this research, namely, there is a very significant relationship with a strong level between religiosity and happiness in students at Public Vocational High School "X" Padang in a positive direction, meaning the higher the level religiosity, the higher the happiness, and vice versa, the lower

the level of religiosity, the lower the happiness of students at Public Vocational High School "X" Padang. This states that the hypothesis is accepted. The effective contribution (R square) of the religiosity variable to happiness is 52%.

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