

Subjective Well-Being Profile of Students at SMA Negeri 9 Bandung

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Abstract: Adolescence is a period that is quite vulnerable to change and challenges so adolescents need subjective well-being in their lives concerning true happiness and life satisfaction because if adolescents have high subjective well-being, they also show a higher level of success in the academic, social, and academic fields. intrapersonal. Hence, this study aims to describe the subjective well-being profile of students at SMA Negeri 9 Bandung. The research approach was carried out using a quantitative and descriptive method with a total of 305 students in class XI. From the students' subjective well-being instruments that have been distributed, several findings were obtained, namely the overall subjective well-being profile of students in the medium category with a percentage of 68% and the level of the tendency of students' subjective well-being in each dimension in the medium category.

Keywords: student, subjective well-being, well-being

INTRODUCTION

Currently, positive psychology is an effort that encourages researchers in the fields of psychology and humanities to be more open and appreciative of the positive potential, motives, and capacities possessed by every human being. No longer only focusing on individual weaknesses and limitations but also paying attention to potentials and strengths in order to develop optimally. Positive psychology studies are in line with the duties of guidance and counseling in education to optimize the potential that individuals have (Saligman et al, 2005). One of the studies of positive psychology is related to subjective well-being. If psychological well-being is a condition or description of self-well-being which includes the happiness of life and one's ability to carry out the direction and goals of life (Pahlevi, Utomo, & Zubaidah, 2021). While subjective well-being according to (Diener et al., 2004) is an individual's cognitive and affective evaluation of the quality of life. This evaluation includes emotional reactions to events as well as cognitive assessments of satisfaction and fulfillment. Another opinion was conveyed (Keyes & Magyar-Moe, 2004) that subjective well-being consists of two domains, namely emotional well-being and positive functioning. So it can be concluded that subjective well-being is an evaluation of individual happiness in their lives both cognitively and effectively.

Discussion of subjective well-being has been studied at various ages, one of which is adolescence. Adolescence is an interesting age to study with subjective well-being because adolescence is a transitional period between the stages of childhood and adulthood, of course, it is quite vulnerable to changes and challenges both physically, psychologically, and neurologically as well as the demands of developmental tasks that must be completed (Diener & Ryan, 2009). If the development task is not completed properly it will cause unhappiness in adolescents, cause rejection from society and hinder the next developmental task (Havighurst, in Yusuf & Nurihsan, 2014). In addition, adolescence has other challenges such as high levels of self-awareness and negative self-evaluation (De Jong, et al, 2012) and a period of searching for an identity that tends to be unrealistic. Developmental tasks that are not completed and do not meet the expectations of adolescents will be exacerbated by their negative validation and evaluation of the unhappiness they feel. Of course, this situation is not expected because it can cause depression and other psychological disorders (Horwitz, et al., 2011). So subjective well-being in adolescents needs to be a concern, one of which is at school because subjective well-being is also a predictor of achieving success and increasing academic success (Marques, et. al. (2009)). In addition, if adolescents have high subjective well-being, they will tend to be more self-confident, able to establish better social relationships (Kifer et al., 2013), and show better

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achievement (Tian, Zhao, & Huebner, 2015). Even under stressful conditions, individuals with high levels of subjective well-being will be more adaptable and able to act more effectively against these conditions so that individuals will feel a better life. But the fact is that since 2017 until now there have been many phenomena of irregularities and even criminal acts committed by adolescents such as drug abuse, alcohol, rape, and suicide by adolescents which indicates life dissatisfaction and prolonged negative feelings in adolescents, which then channel on various types of aberrations. Thus, there is a need for research to determine the profile of the subjective well-being of adolescents so that guidance and counseling teachers are able to have a picture of subjective well-being which needs to be improved as a form of cognitive, emotional and social maturity so that it can be developed into guidance and counseling services according to the needs of the subjective well-being of students at school.

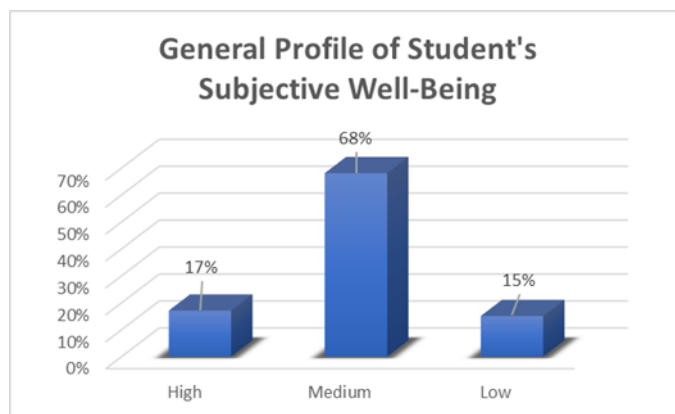
METHOD

This study will use a quantitative approach. Quantitative research is research that works through numbers, with data in the form of numbers such as scores or grades, ratings or frequencies, which are then analyzed using statistics to answer specific research questions or hypotheses, as well as to predict certain variables affecting other variables (Creswell, 2012). This quantitative approach helps researchers analyze the results of filling in the student's subjective well-being instrument developed by the researcher.

RESULT AND DISCUSSION

In this study, the researcher tested the subjective well-being of students developed by researchers who adopted the theory of Keyes and Magyar-Moe (Keyes & Magyar-Moe, 2004) which used 3 aspects of subjective well-being, namely emotional well-being, which is a reflection of the pleasant or unpleasant feelings felt by individuals in experiences that experienced which consists of life satisfaction, positive affect, and negative affect. Then the second aspect is psychological well-being which focuses on the individual's view of himself while the third aspect is social well-being which focuses on the individual's relationship with other people and his environment. Researchers conducted research at SMA Negeri 9 Bandung with a total of 305 participants in class XI. The results found that in general, the subjective well-being of class XI students of SMA Negeri 9 Bandung was dominated by the medium category of 207 students with a percentage of 68% while in the high category there were 52 students with a percentage of 17% not far from the difference in the low category of subjective well-being of only 46 students with a percentage of 15%. The findings of the general profile of subjective well-being of class XI students at SMA Negeri 9 Bandung are shown in the graph below.

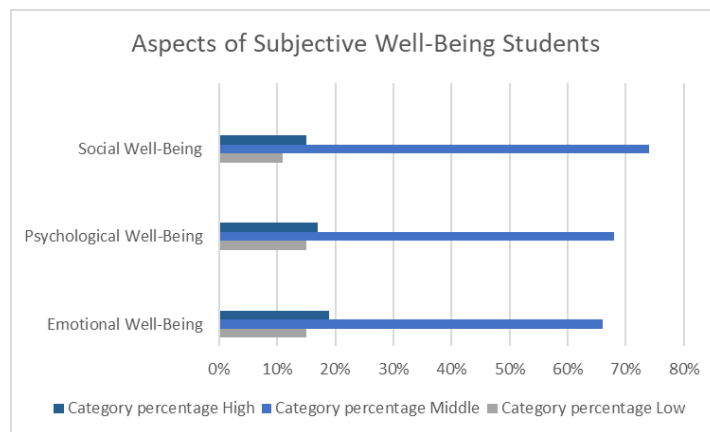
Diagram 1. General Profile of Subjective Well-Being Categorization of Class XI Students of SMA Negeri 9 Bandung



The diagram above can be analyzed according to the categorization of subjective well-being. It was found that the general profile was dominated by the moderate category with a percentage of 68% meaning that as many as 68% of students already had moderate subjective well-being or had a fairly positive assessment of their quality of life in the dimensions of

emotional well-being, psychological well-being, and social well-being described by mastery of 6 (six) to 9 (nine) indicators on certain aspects of subjective well-being. While in the high category with a percentage of 17%, it means that as many as 17% of students already have high subjective well-being or positively assesses their quality of life in the dimensions of emotional well-being, psychological well-being, and social well-being as described by mastery of more than 10 (ten) indicators on aspects -certain aspects of subjective well-being. While in the low category as many as 15% of students have low subjective well-being or negatively evaluate their quality of life on the dimensions of emotional well-being, psychological well-being, and social well-being described as having mastered less than 5 (five) indicators on certain aspects of subjective well-being. To be more specific, the researcher describes the results of aspects of the subjective well-being of grade 9 students at SMA Negeri 9 Bandung. The findings are presented in diagram 2.

Diagram 2. Aspects of Subjective Well-Being Class XI SMA Negeri 9 Bandung



The results of the findings on the subjective well-being aspect of class XI students at SMA Negeri 9 Bandung in the diagram above found that the social well-being aspect with an average score of 67 gets results in the moderate category more dominating with a percentage of 66% while the high category is 19% and the low category is with a percentage of 15%. . Then in the second aspect, namely psychological well-being with a higher average score of 70, the highest percentage of students with moderate levels is 68%, in the high category of 17% it is close to the percentage of the low category of 15%. The last aspect is the aspect of emotional well-being with the lowest average score of the two previous aspects, namely only 50 with a moderate category percentage of 74% greater than the high category which is only 15% and the low category only has a percentage of 11%.

CONCLUSION

Subjective well-being is an evaluation of individual happiness toward life both cognitively and effectively. Subjective well-being is needed by every age, including teenagers. Adolescence is an interesting age to study with subjective well-being because adolescence is a transitional period between the stages of childhood and adulthood, of course, it is quite vulnerable to changes and challenges both physically, psychologically, and neurologically as well as the demands of developmental tasks that must be completed. If the development task is not completed properly it will cause unhappiness in adolescents, cause rejection from society and hinder the next developmental task (Havighurst, in Yusuf & Nurihsan, 2014). From the results of this study, it was found that most of the subjective well-being of class XI students of SMA Negeri 9 Bandung was in the moderate category with the most dominating aspect, namely social well-being aspects in the moderate category. It is hoped that the results of this study will be able to become the basis for guidance and counseling teachers for class XI at SMA Negeri 9 Bandung in providing guidance and counseling services in accordance with the subjective well-being needs of class XI students.

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