The Effect of Emotional Intelligence, Education Level, and Optimism on Happiness Perspective in Students

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ABSTRACT : Happiness is a positive feeling. The purpose on this study is to know effect emotional intelligence, level of education, and optimism to happiness on students. Design study is purposive-quota sampling and google form. In this article, researcher using self-taught scale for 3 variables. Anacova was technique for analysis. There were 117 respondents who met the criteria with a composition of 36 junior high school and 81 senior high school. The results of the study described that there was no effect of EI, EL and optimism on happiness. The strength of each predictor was weak, but indicated that emotional intelligence and optimism correlate and even become an inseparable part of happiness.. 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.

KEYWORDS: *Happiness, Emotional Intelligence, Education Level, Optimism, Students.*

I.　　INTRODUCTION

　　　　Happiness is not limited to certain things or only achievements. Happiness lives on and goes out itself so that the researcher wants to learn it more. 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 are known to other people. Happiness refers to something that is considered important and then it brings someone to be happy. Later on, Lyubomirsky was known for his subjective happiness. Lyubomirsky maps out four general questions to evaluate how happy a person. After that, other researchers appeared, but no aspect has been formed yet. In the 2000s, Seligman devoted himself to research happiness more specifically. Happiness has many variations but Seligman and Rozyman (2003) used components for weighing. Happiness is a collection of positive feelings and there is no pain or negative feelings in it. The link in this case is an increase of positive feelings in the body so that life feels free from burdens or problems. Positive feelings are a part of positive psychology. Positive psychology grows and develops to improve quality of life, psychological well-being, and happiness (Baytemir, 2019).

　　　　Individuals have various goals, one of which is to feel happiness at every phase of life to live for a better life (Helliwell, Layard, and Sachs, 2012; King, Vidourek, Merianos, and Singh, 2014). Happiness is a compilation of every positive mood so that individuals feel 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 is greater than love, wealth, health, and well-being. The reason is that happiness has great benefits in life including better health and success in relationships with other people and the work is being done (Gentzler, Palmer, Ford, Moran, and Mauss, 2019).

　　　　Happiness is very important because it can encourage individuals to be more peaceful, feel more secure, be able to make decisions easier, be able to do a better job, participate, live healthier, more energetic and satisfied with their lives (Pressman and Cohen, 2005). The factors that trigger happiness come from various sources, including hope, optimism, flow, mastery, expressions of gratitude, forgiveness and relationships with other people (Csikszentmihalyi and Hunter, 2003; Ben-zur, 2003; Martin, 2011). Positive emotions lead the individual to be immeasurable pleasure. If it is continued continuously, the mind will automatically become positive too. Individuals will think positively about their future. Individuals will also experience the dimension

of immortality by believing in their universal abilities. Emotional factors also contribute positively for happiness (Ye, Yeung, Liu and Rochelle, 2018). In particular, emotional means emotional intelligence. This finding is confirmed by Chamorro-Premuzic, Bennett, and Furnham (2007) that emotional intelligence is influential in predicting the extent to which a person feels happy by mediating the characteristics of friendliness, conformity and awareness to achieve happiness itself.

Individuals with high emotional intelligence are associated with feelings of happiness because they have ability to solve problems, develop empathy, understand the feelings of other individuals by understanding and analysing emotions to be happy (Izard, 2001). Forming good social relationships is closely related to manage emotions and be able to perceive other people's emotions so that individuals are able to build good social contacts with other individuals. Social contact can take place anywhere including education and school.

Based on the results of Göksoy's (2017) study, it was found that ideal education that makes individuals to be happier that is student-based school management, flexible programs and principles, fair and equal teachers, sports activities and intramural culture, taking extra-school trips. , direct observation, social activities, the number of examinations is reducing, having adequate equipment, the building must be durable and the number of teaching staff is complete.This research is very important to know what extent the level of education, optimism and emotional intelligence influence happiness. Given the importance of happiness felt by adolescents, it is considered necessary to study the various factors that play a role in creating human happiness.

Research Hypothesis
1. There is an effect of emotional intelligence, level of education, and optimism on happiness.
2. There is a positive effect of emotional intelligence on happiness. The higher it is the emotional intelligence, the greater the happiness. Conversely, the lower the emotional intelligence, the less happiness will be.
3. There is a positive effect of optimism on happiness. The higher the optimism, the greater the happiness. Conversely, the lower the optimism, the less happiness will be.
4. There is a difference in happiness at the education level, namely junior high school students are happier than high school students.

Research Aim
This far, researchers have not found research on the different tests of happiness in junior high school and high school, so that it increases the curiosity of researchers to examine the role of optimism, education level, and emotional intelligence on happiness.

II.   RESEARCH METHODOLOGY

Participants
This research is quantitative with a purposive-quota sampling technique. The scale in this study was used via google form with 117 respondents filled in.

Instrument
Researchers used a type of rating scale to collect data. The research scale was made by researchers on a rating scale. This study refers to the components according to Seligman and Rozyman (2003) for the happiness scale, the optimism scale refers to Seligman (2006), and the emotional intelligence aspect refers to Luebbers, Downey, and Stough (2007). There are four alternative answers available, namely strongly agree, agree, disagree, and strongly disagree. This study uses SPSS 20.0 for Windows to analyze data. The distribution of each item can be seen in the table below:

Table 1. Happiness Scale After Testing

No.	Form	Aitem Valid	Total
1.	Pleasure	1	1
2.	Purpose	2,3	2
3.	Meaning	4	1

Before being formed into a valid scale with a total of 4 items, the happiness questionnaire numbered 24 items so that 19 items were neglected. The components of happiness consist of pleasure, involvement, and meaning according to Seligman and Rozyman (2003).

Table 2. The Emotional Intelligence Scale After Testing

No	Form	Aitem Valid		Total
		Favorable	*Unfavorable*	
1.	*Perception and expression of emotion*		*6, 15*	*2*
2.	*Emotions direct*	*5,7,8*	*1, 11*	*5*

	cognition			
3.	Emotional management and control	4	3,12, 13	4
4.	Understanding and analysing emotions	2	9,10,14	4

Valid items from the emotional intelligence scale are 15 items consisting of 5 favorable and 10 unfavorable items. The aspects of emotional intelligence are divided into 4 forms, namely perception and expression of emotion, direct cognition, emotional management, and control and understanding and analyzing emotions from Luebbers, Downey, and Stough (2007).

Table 3. Optimism Scale After Testing

No	Form	Aitem Valid		Total
		Favorable	*Unfavorable*	
1.	Permanence	1	5	2
2.	Pervasivity	3	6, 8	3
3.	Personalization	2,4,7	-	3

The dimensions of optimism based on Seligman (2006) are permanence, pervasiveness, and personalization. The total valid items were eight items with the translation of five favorable and three unfavorable forms. All items previously have been selected so that there are only eight valid items from the previous 24 forms.

Validity

Validity has a small error when the validity of the measurement is high, meaning that the score of each research respondent obtained from the measuring instrument is not much different from the actual score. This study uses Aiken's V to measure the level of content validity through professional judgment and appearance validity through tidiness, good physical form, and the validity of previously compiled scales. The researcher consulted with the supervisor, next the supervisor directed the lecturer that was appointed to be the validator. In this study, the validator was a supervisor and one of the lecturers who taught the course. Professional judgment on items is deleted by giving numbers 1 (very irrelevant) to 5 (i.e. very relevant).

Reliability

The reliability of each scale also needs to be considered by looking at its Cronbach Alpha. The happiness scale from the analysis of SPSS 20.shows that the coefficient is 0.637. Furthermore, the emotional intelligence scale is 0.821. Other scale reliability is also different from the previous happiness scale and emotional intelligence scale, namely the optimism scale of 0.782. Conceptually, this research scale is declared valid and reliable so that can be used in scientific research.

II. RESULT

The results of this research indicated that emotional intelligence, education level, and optimism have no significant effect on happiness. Based on statistical tests, it was found that the value $p= 0.091$ emotional intelligence on happiness. Then, the effect of optimism is not significant because the value $p= 0.383$. Furthermore, testing the level of education on happiness was 0.083 which means there is no significant effect.

Table 5. Hypothesis Test Results

	df	F	p	Keterangan
Corrected Model	3	1,790	0,153	Rejected
Happiness * Emotional Intelligence	1	2,897	0,091	Rejected
Happiness* Optimism	1	0,767	0,383	Rejected
Happiness* Education Level	1	3,050	0,083	Rejected

Pelabelan hipotesis ditolak berikutnya adalah level pendidikan terhadap kebahagiaan. Level pendidikan mempunyai p sebesar 0,083 yang berarti level pendidikan tidak memiliki pengaruh terhadap kebahagiaan dengan nilai F sebanyak 3,050.

Tabel 6. Hasil Uji Level Pendidikan

H¹	*p*	Keterangan
	0.083	Ditolak

III. DISCUSSION

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

One item reads "I know the consequences of my every action" so the item implies if the individual recognizes every result of his actions so that the individual can easily know the direction of his life's goal. Furthermore, "I feel stressed about school work", the item is associated with emotional reactions for happiness. When students are unhappy with their school assignments, they have difficulty controlling their emotions. Secondly, objection is that optimism has no effect on happiness. The item "my friends and I talk about things we like" supporting students feels closing each other.

Students have close connections with their peers so that these items are considered to support both of happiness and emotional intelligence. These items are so closely related to happiness and emotional intelligence that they cannot affect happiness. Optimism refers to an individual's belief in facing a bright future so that this belief of individual has great strength or ability to success. One of the items reads "I have high hopes for success". This item is similar to the aspect of meaning in happiness which indicates that if the individual believes in his or her abilities, then of course the individual has a great fighting power to achieve whatever he dreams to be.

The supporting theories between the dependent variable and the independent variable are still lacking. This is part of a research lacking that can be of special note for further research (Widhiarso, 2012). Most of the studies found that the relationship between variables such as the relationship between happiness and emotional intelligence or one of the variables. According to Maxwell (2004) insignificant results are 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 in accordance with Maxwell's statement, researchers 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 low (White, Redford, and Macdonald, 2020). The disproportionate number of respondents also affects the results of the study. There are more high school subjects compared for junior high schools so that for further research, they pay more attention to sample size. Most likely if the number of samples is more than answer the hypothesis of a study. The sample greatly influences the results of the study. Researchers must be more careful in determining the ratio of the number of respondents if they want to examine differences in tests.

The research hypothesis which stated that there is a difference between the happiness of junior high school and high school students, after being analysed the hypothesis is rejected. The difference lies in the sources of adolescent happiness. The source of happiness for junior high school students from the research results of Helseth and Misvær (2010); Malin, Reilly, Quinn and Moran (2013) stated that adolescents feel satisfied and to be happy in their lives because there are many things that support them, including friendship, positive self-image, family and being able to empathize with others.

Support from various parties can overcome stress or feelings of sadness in adolescents, as it felts by high school students where based on the findings of Malin, et al. goals such as contributing to organization or counselling with victims of sexual abuse can make teens happy. Teens take opportunities by being empathetic to others and more involved in group activities so they can develop self-competence and personal values.

The first procedure performed by the respondent was to fill in the name, class, age and name of the school. 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 does not vary too much. In general, the respondents' scores are high. A high score for all of the variables is likely to lead to changes that are actually weakening the research.

The researcher cannot deny that the moderating variables play a role in determining the research results. The presumptions that arise are demographic factors that are too specific, age characteristics that are classified as the same, learning and factors online, or the influence of other variables not examined in this study. Demographic factors make researchers that conduct research randomly and not collected in one school. The age characteristic set is adolescence. Students who are both classified as adolescents also do not have a significant

effect. The study of Schmidt and Oh (2016) stated that errors in sampling and completeness of thee study cause statistical power to be too low so that it has no effect.

The hope for the development of the next research is to compare adolescents with adults or adolescents with children so that it raises different research results. Other moderating variables are unlikely to be reached or researched in this study. Each independent variable in this study is a temporary variable, which changes every time so that it is likely that the variables of happiness, emotional intelligence and optimism are 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 is also noteworthy.

The right analytical technique can help researchers to find research objectives. In general, the scores for happiness, optimism, emotional intelligence and education level are in the high category. Researchers have reviewed positive psychology as something that is interesting to research, even though it contains a few negative problems, but the existence of positive psychology can make humans grow and develop more optimally and better.

IV.   CONCLUSION

The conclusion of this study is that there is no effect of emotional intelligence, level of education and optimism on happiness. The scale given to the respondents triggers an effect on the results of this study, namely that happiness is high, emotional intelligence is high and optimism is high. In general, there is no effect of the three independent variables on the dependent so that further and comprehensive action or study or scientific research is still needed to find other supporting factors for happiness that were not examined in this study.

V.   RESEARCH IMPLICATION

Happiness that belongs as high 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 ranging from students being able to perceive facial expressions, directing emotions to positive things, controlling and regulating their feeling, and analyzing how emotions put to good use 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, do not easily give up, and think positively about their future.

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