

The Relationship Between Social Support with Subjective Well-Being in 11th Grade Student of SMA Muhammadiyah 2 Sidoarjo

Umi Habibah. University of Muhammadiyah Malang¹

ABSTRACT. Subjective well-being is influenced by many factors, such as social relations and acceptance, self-competence, autonomy, personality type, life situation, self-fulfillment, and culture. This study aims to determine the relationship between social supports with subjective well-being of 11th grade student in SMA Muhammadiyah 2 Sidoarjo. The data was analyzed by using linear regression analysis technique. 84 students were randomly selected during this study. R-Square was 0.0318, indicated that social support had 31.8% contribution toward subjective well being and 68.2% was influenced by other factor than social support.

Keywords: social support, subjective well-being, student .

Introduction

In every stage of human development, they will always want a good and pleasant life such as the feeling of happiness, satisfaction and comfort in their lives. To achieve that condition, an adolescence must have a self positive feelings and emotions, thus anxiety and depression will not arise. The emotional experience of a teenager is described or understood as Subjective Well-being (SWB) concept, a general concept that evaluates the life of adolescents. SWB is defined as the way individuals evaluate their lives and consists of several variables, such as life satisfaction, low levels of depression and anxiety, and the presence of positive emotions and moods (Diener et al., 1997).

Teenagers who have subjective well-being will be able to live a healthy life and overcome the changes that happened. Subjective well-being in adolescents will greatly depend on the needs that teenagers meet in achieving satisfaction and purpose for life (Eryilmaz, 2012).

Subjective well-being was influenced

by many factors, including social relations and social acceptance, self-competence and autonomy, personality type, one's life situation, self-fulfillment, students' culture should have a high level of subjective well-being because with a high subjective well-being students can solve the problem well. A high subjective well-being will help students to learn maximally, whereas low Subjective Well-being can lead to psychological disorders (Suldo, 2009).

Research purposes

This study aims to determine the relationship between social support with Subjective Well-Being students of 11th grade student in SMA Muhammadiyah 2 Sidoarjo.

Research Hypothesis

There is a relationship between social support with subjective well being students of 11th grade student in SMA Muhammadiyah 2 Sidoarjo.

Review of Related Literature Factors influencing SWB include:

1. Social relations and social acceptance

¹ Korespondensi ditujukan kepada Umi Habibah, email: habibah.psikologi@gmail.com

“In the Journal of Happiness Studies (Arslan, Gökmen, 2017): 1-19, it was conveyed that social relations and social acceptance significantly influence SWB in high school adolescents in small towns in Turkey with as many as 825 subjects.

2. Self-Competence and Autonomy

In a study conducted by Wu, L. F., Yang, S. H., & Koo, M. (2017) It was conveyed that self-competence and independence have a very important relevance to the well-being of all humans.

3. Type Personality

Personality and genetic types have an effect on SWB (Diener, E., Oishi, S., & Lucas, R. E. 2003). Based on Gray’s personality theory, (1970, 1991), and Larsen & Ketelaar 1989, 1991; Rusting & Larsen 1997) suggest that extravert is more reactive to emotional stimuli than fun introverts, and neurotic individuals are more reactive to unpleasant emotional stimuli than stable individuals.

4. The state of one’s life

Events and Life changes will affect SWB (Diener, E., Oishi, S., & Lucas, R. E. 2003)

5. Self-fulfillment

Research conducted by Primasari and Yuniarti (2012) with a positive psychology approach found the sources of juvenile happiness in Indonesia, especially in Yogyakarta. One of them is self-fulfillment that is the condition where the individual is satisfied with his choice or skill. Achievement, money, and fun time (doing hobbies) are the form of self-fulfillment that gives happiness to teenagers. Other research findings also find teenagers who are happy with school and have good academic achievement will contribute to the subjective well-being of their adolescents (Piko & Hamvai, 2010).

6. Culture

European Americans are significantly more satisfied with their lives than Asian Americans (Oishi 2001). Similarly) observes that Asian Americans report higher levels of depression and anxiety than European Americans, (Okazaki 2000). Thus, there are differences between countries, and between ethnic groups According to House, there are four types of social support: emotional support, award support, instrumental support and informative support.

The emotional support is a support that includes empathy or concern to the individual, it gives positive impacts such as comfort, attention and loved, this emotional support can

be a positive attention or affection and listen to others. While the support of appreciation is the support that comes from others through positive expressions and encouragement to move forward, this support serves to help the individual to see the positive aspects that exist in himself/ herself, increase self-esteem, form self-confidence, and feeling of respect when individuals are under pressure (Smet, 1994)

Methods

This research is done by using quantitative research method. The data analysis techniques using is correlation analysis techniques. The subjects were 84 students selected randomly in 11th grade. The measuring tool used for SWB uses the Oxford Happiness Questionnaire (OHQ), using satisfactory validity and reliability tests and the relationship between scale and personality variables that are known to be related to well-being. While Social Support uses the Multidimensional Scale of Perceived Social Support (MSPSS; Zimet, Dahlem, Zimet, & Farley, 1988) which has good reliability (above 0.5)

Result

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.564 ^a	.318	.310	1.684
a. Predictors: (Constant), SS				

R - Square 0.0318 indicates that social support has a contribution influence of 31.8% against subjective well being and 68.2% influenced by other factors beyond social support variables.

R of 0.054 indicates that the relationship between social support and Subjective Well Being is moderate. The relationship between social support and Subjective Well Being positive means that the higher the SS the SWB will rise.

References

- Arslan, G. (2017). Psychological Maltreatment, Social Acceptance, Social Connectedness, and Subjective Well-Being in Adolescents. *Journal of Happiness Studies*, 1-19.
- Diener, E. D., et al. “The satisfaction with life scale.” *Journal of personality assessment* 49.1 (1985): 71-75.
- Diener, E. D., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The satisfaction with life scale.

- Journal of personality assessment*, 49(1), 71-75.
- Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, culture, and subjective well-being: Emotional and cognitive evaluations of life. *Annual review of psychology*, 54(1), 403-425.
- Diener, Edward, et al. "Subjective well-being: Three decades of progress." *Psychological bulletin* 125.2 (1999): 276-302.
- Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: *Three decades of progress*. *Psychological bulletin*, 125(2), 276-302.
- Hills, P., & Argyle, M. (2002). The Oxford Happiness Questionnaire: A compact scale for the measurement of psychological well-being. *Personality and individual differences*, 33(7), 1073-1082.
- Khairat & Adiyanti (2016). Self-esteem dan Prestasi Akademik sebagai Prediktor Subjective Well-being Remaja Awal. *Gadjah Mada Journal of Psychology*, 1 (3), : 180- 191
- Rafnsson, S. B., Shankar, A., & Steptoe, A. (2017). *Informal caregiving transitions, subjective well-being and depressed mood: Findings from the English Longitudinal Study of Ageing*. *Aging & Mental Health*, 21(1), 104-112.
- Roth, R. A., Suldo, S. M., & Ferron, J. M. (2017). *Improving Middle School Students' Subjective Well-Being: Efficacy of a Multicomponent Positive Psychology Intervention Targeting Small Groups of Youth*. *School Psychology Review*.
- Longo, Y., Coyne, I., & Joseph, S. (2017). *The scales of general well-being (SGWB)*. *Personality and Individual Differences*, 109, 148-159.
- Wu, L. F., Yang, S. H., & Koo, M. (2017). *Psychometric properties of the Chinese version of Spiritual Index of Well-Being in elderly Taiwanese*. *BMC Geriatrics*, 17(1), 3.