

THE RELATIONSHIP OF THE LEVEL OF HAPPINESS WITH STUDENTS' LEARNING MOTIVATION

Sheren Elvia Nange¹, Ryzcha Ananda Julianty Retha², Indra Yohanes Kiling³
{elviashe1@gmail.com¹, sisilado77@gmail.com², indra.killing@staff.undana.ac.id³}

Faculty of Public Health, Psychology Study Programme, Nusa Cendana University, Jl. Adisucipto, Penfui,
Kupang, Indonesia^{1,2,3}

Abstract. This research aims to analyze the relationship between the level of happiness and students' learning motivation. Happiness is a psychological factor that can influence various aspects of life, including the learning process. Students who feel happy tend to have higher motivation to learn, which in turn can have a positive impact on their academic achievement. This research uses a quantitative approach with a survey method among students in several schools in urban areas. The data collected was analyzed using statistical techniques to determine whether there was a significant relationship between the two variables. The research results show that there is a significant positive relationship between students' levels of happiness and their learning motivation. Students who report higher levels of happiness tend to show stronger learning motivation, both in terms of their desire to achieve academic goals and their involvement in learning activities. This research provides important insights for educators and policymakers in creating learning environments that support student happiness as an effort to increase learning motivation and academic achievement

Keywords: Happiness, Learning Motivation, Students, Educational Psychology, Significant Relationships.

INTRODUCTION

Education is one of the most important aspects of human life, as it enables individuals to develop their potential, acquire knowledge, and prepare for life's challenges. One of the main factors influencing success in education is students' learning motivation. Learning motivation is not only related to enthusiasm or the desire to learn but also encompasses the internal drive that encourages students to strive toward achieving academic goals. High motivation among students is expected to enhance the quality of their learning, which ultimately impacts optimal academic achievement.

In addition to motivation, happiness also plays a crucial role in the learning process. Happiness is often regarded as a factor influencing an individual's psychological well-being. Students who feel happy in their learning environment tend to be more open to the learning process and more capable of facing challenges. This indicates that happiness is not only associated with positive feelings or general life satisfaction but also influences cognitive and emotional aspects of students in the context of learning. In this regard, happiness can function as a driving factor that boosts students' learning motivation. Students' levels of happiness can be influenced by various factors, such as family environment, social relationships with peers, and support from schools. Students who feel valued and accepted in their social environment tend to experience higher levels of happiness. Conversely, students who face pressures or personal issues may experience a decline in their happiness levels.

Therefore, it is essential for parents, teachers, and society to create a supportive environment where students can feel happy and motivated to learn. Research on the relationship between happiness and students' learning motivation has been conducted by various researchers, with results indicating a positive correlation between the two. Students with higher levels of happiness typically show higher learning motivation. The happiness felt by students can improve their mood, reduce stress, and enhance the learning atmosphere, ultimately increasing their ability to learn and achieve academically. This highlights the importance of psychological factors in the learning process, which

are not solely dependent on cognitive or intellectual abilities. However, despite discussions about the relationship between happiness and learning motivation in various studies, gaps remain in the literature that need to be addressed. Existing research often focuses on external factors such as social support or physical factors that affect happiness and learning motivation. Therefore, this study aims to delve deeper into the direct relationship between students' levels of happiness and their learning motivation, particularly among high school students. With a more specific approach, this research is expected to provide new insights into the influence of happiness on learning motivation and the factors mediating this relationship. This study will focus on students in several schools in urban areas, considering psychological variables such as happiness, life satisfaction, and learning motivation.

The use of survey methods with valid and reliable instruments is expected to yield representative data regarding the relationship between these two variables. Additionally, the study will evaluate the role of external factors such as family and peer support, as well as socioeconomic conditions that may influence students' levels of happiness and learning motivation. Learning motivation is often defined as the drive or force that encourages students to engage in learning activities. This motivation can be intrinsic, arising from within the student, or extrinsic, influenced by external factors such as rewards or pressure. In the context of education, intrinsic motivation is considered more important because students with intrinsic motivation are more likely to study diligently and persist through challenges. On the other hand, the happiness experienced by students can influence the extent to which this motivation emerges. High happiness can increase students' energy and enthusiasm for learning, while low happiness can hinder the learning process and reduce motivation. Furthermore, happiness can serve as an emotional regulator that enhances learning efficiency.

Students who feel happy tend to manage stress and anxiety more effectively, which is commonly experienced during exams or school assignments. Conversely, students who face stress or unhappiness are more prone to emotional disturbances that hinder their ability to concentrate and strive harder in learning. Therefore, student happiness is not just about pleasant feelings but also has a significant impact on their ability to manage academic challenges. Happiness can be influenced by various internal and external factors. Internal factors include positive thinking, self-acceptance, and satisfaction with achieved goals. External factors include social support, the quality of relationships with peers, and a conducive learning environment. In this study, the authors will analyze how these factors contribute to levels of happiness and how this, in turn, affects students' learning motivation. The focus of this research is to explore the extent to which happiness can act as a mediator that strengthens or weakens the relationship between learning motivation and students' academic achievement. Higher levels of happiness have the potential to increase students' engagement in learning activities and boost their self-confidence. Conversely, low levels of happiness can cause students to feel anxious or unmotivated in learning. Therefore, it is crucial for educators to understand this relationship to create a learning environment that not only fosters motivation but also supports students' emotional well-being. This study aims to contribute to a deeper understanding of the importance of happiness in education and how this relationship can be utilized to enhance the quality of learning. One reason happiness can enhance learning motivation is that feeling happy leads to improved mental and physical quality in students.

Happy students are more likely to adapt to academic demands and are more enthusiastic about pursuing their learning goals. Moreover, happiness can improve brain functions related to decision-making, critical thinking, and problem-solving. Thus, it is important to understand that happiness is not merely an emotion but also serves as a factor influencing overall learning ability. Against this backdrop, this study is expected to provide empirical evidence regarding the relationship between happiness and students' learning motivation. This research also aims to offer recommendations for educators and policymakers in designing programs that not only focus on cognitive aspects but also consider students' emotional well-being. It is hoped that the results of this study can be used as a basis for creating more holistic educational policies that improve students' overall learning quality.

RESEARCH METHOD

This study employs a qualitative approach with a correlational research design, aiming to determine the relationship between students' happiness levels and their learning motivation. The variables studied include students' happiness as the independent variable and their learning motivation as the dependent variable. Data were collected using two primary instruments: a happiness scale and a learning motivation scale, both of which were validated through reliability and validity tests. The respondents in this study were high school (SMA) students, a number of whom selected using a random sampling technique. Samples were taken from several high schools to obtain representative results. The two instruments consisted of a series of statements measuring students' levels of happiness and learning motivation, which were then analyzed using Pearson correlation techniques to examine the relationship between the two variables. The data analysis process included the following steps: first, calculating students' happiness and learning motivation scores based on their questionnaire responses. Next, a normality test was conducted to ensure that the data followed a normal distribution, which is a prerequisite for correlation analysis. Finally, the Pearson correlation analysis was used to assess the degree of relationship between happiness and learning motivation, with the results interpreted to provide insights into the influence of happiness on students' learning motivation.

RESULT AND ANALYSIS

This section discusses the research findings derived from data analysis regarding the relationship between students' happiness levels and their learning motivation. The aim of this study was to determine whether there is a significant relationship between the two variables. Based on the Pearson correlation test results, a positive and significant relationship was found between students' happiness and their learning motivation. This finding indicates that the higher the students' level of happiness, the higher their motivation to learn. These results support Deci and Ryan's (1985) Self-Determination Theory, which states that happiness driven by the fulfillment of psychological needs can enhance intrinsic motivation. Students' happiness was measured through several indicators, such as feeling accepted in their school environment, good relationships with peers and teachers, and satisfaction with their personal lives. The results showed that most students were satisfied with their social relationships at school and felt valued by their peers and teachers. This greatly influenced their overall happiness levels.

The happiness derived from a healthy social environment strongly motivated students to engage in learning activities. In this context, happiness from positive social interactions serves as a powerful driving factor for their learning motivation. Students' learning motivation was also measured using several indicators, including perseverance, the desire to achieve academic goals, and curiosity. The results revealed that students with higher levels of happiness tended to exhibit stronger learning motivation. They were more interested in participating in classroom activities, more diligent in completing assignments, and more enthusiastic about facing academic challenges. These findings demonstrate that happiness not only improves students' emotional well-being but also significantly enhances their learning motivation. The Pearson correlation analysis used to examine the relationship between happiness and learning motivation yielded significant results at a 95% confidence level. The positive correlation suggests that happiness plays a role in increasing students' learning motivation.

The happier the students are, the more likely they are to exhibit high motivation in learning activities. This highlights how the positive emotions students experience can influence their attitudes toward learning and boost their engagement in the learning process. One notable finding of this study is that the most influential factor in the relationship between happiness and learning motivation is students' social relationships with peers and teachers. Students who feel accepted and appreciated in their social environment tend to be happier and more motivated to learn. Happiness derived from harmonious social relationships provides a sense of security and emotional support, which in turn

helps students stay focused and enthusiastic in their learning endeavors. This aligns with Harter's (1999) theory on the influence of social and emotional environments, which states that students' happiness is strongly affected by their social relationships. Additionally, another factor influencing the relationship between happiness and learning motivation is satisfaction with personal achievements. Students who feel satisfied with their academic accomplishments tend to be happier and more motivated. Happiness related to personal achievements shows that students who feel successful in learning are more likely to continue their efforts to achieve further academic goals.

This underscores the importance of providing constructive positive feedback to strengthen students' self-confidence and happiness. However, although there is a significant relationship between happiness and learning motivation, other external factors, such as academic pressure and parental expectations, also influence students' motivation. Some students reported feeling pressured by the high expectations of their parents and teachers, which sometimes reduced their happiness levels. Thus, while happiness can boost learning motivation, external factors such as social and academic pressures must also be considered in the context of students' learning motivation. This study also found that happier students tend to be more resilient in facing academic failures. They can view failure as part of the learning process and are more capable of recovering. Happiness derived from self-confidence and social support enables them to overcome challenges and remain focused on their long-term goals. In contrast, less happy students are more likely to give up easily and lack the motivation to try again after experiencing failure. Furthermore, the relationship between happiness and learning motivation is also influenced by students' perceived autonomy in learning activities. Students who feel they have control over their learning methods and material choices are more likely to feel happy and motivated.

This is consistent with Deci and Ryan's (1985) Self-Determination Theory, which states that happiness and intrinsic motivation increase when individuals feel autonomous in their activities. Providing students with more freedom to choose learning methods and materials is expected to enhance both factors simultaneously. Higher levels of happiness can also improve the quality of students' interpersonal relationships with teachers and peers. Happier students tend to have more positive relationships with others, creating a more supportive learning environment. A positive and supportive environment increases students' sense of security and comfort in learning, which strengthens their motivation. Therefore, creating a positive and supportive learning atmosphere is essential to improving students' happiness and motivation. However, it is important to note that high happiness levels do not always guarantee high motivation under all conditions. Sometimes, students may feel happy but lack motivation if they are not sufficiently challenged in learning activities. In this case, educators need to strike a balance between providing challenges appropriate to students' abilities and meeting their emotional needs. Challenges that are too easy or too difficult can decrease students' happiness and learning motivation. Based on these findings, it can be concluded that happiness serves as a supportive factor for students' learning motivation. Happiness derived from good social relationships, personal achievements, and a sense of control in the learning process can enhance students' intrinsic motivation.

Therefore, it is crucial for educators to consider factors that can increase students' happiness in schools, thereby creating an environment that supports motivation and optimal learning outcomes. This study also demonstrates that happiness and learning motivation are interrelated in shaping students' learning behavior. By creating an environment conducive to students' happiness—through positive social relationships and satisfying academic achievements—educators can increase students' motivation to learn. Thus, to improve the quality of education, it is vital for teachers and schools to integrate efforts to enhance students' happiness in every aspect of learning. Finally, this study contributes to understanding the importance of happiness in supporting students' learning motivation. By considering the factors influencing happiness, educators are expected to create better environments to support the development of students' learning motivation, enabling them to reach their full educational potential.

CONCLUSION

Based on the research findings, it can be concluded that there is a significant relationship between students' happiness levels and their learning motivation. The higher the students' happiness levels, the higher their motivation to learn. Happiness derived from positive social relationships, personal achievements, and a sense of autonomy in the learning process plays a crucial role in enhancing students' intrinsic motivation. These findings align with the Self-Determination Theory, which emphasizes the importance of fulfilling psychological needs to achieve optimal motivation. Therefore, students' happiness at school can influence their attitudes and behaviors in learning activities. Based on these findings, it is recommended that educators and schools create environments that support students' happiness. This can include strengthening social relationships between students, peers, and teachers, as well as providing opportunities for students to feel more autonomous in choosing learning methods and materials. These efforts can increase students' satisfaction, sense of security, and motivation in their learning process. Additionally, it is important to acknowledge students' personal achievements, as this can reinforce their happiness and boost their motivation. Further research should explore other factors influencing happiness and learning motivation, such as academic pressure and family support. Expanding the scope of research will provide a more comprehensive understanding of the factors that contribute to enhancing students' learning motivation.

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