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Abdul Munir¹, Nur Afni Safarina²

¹Department of Guidance and Counseling, Faculty of Education, State University of Medan (Unimed), Medan, ¹Dean, Faculty of Psychology, Medan Area University(UMA), Medan,

²Postgraduate Student, Psychology Faculty, Medan Area University (UMA), Medan, INDONESIA.

bukharyahmedal@gmail.com

ABSTRACT

This study aims to determine the relationship of self-esteem and optimism with the subjective welfare on the Master of Psychology students of UMA. This research uses correlational quantitative method. The sample of this study is 75 psychology masters students of UMA who are still active by using simple random sampling technique. The data collection methods in this research are using three scales; they are subjective welfare scale, self-esteem scale and optimism scale. The data analysis uses Multiple Regression Analysis technique. The results of this study show (1) there is a significant positive relationship between self-esteem and optimism with subjective welfare, where the coefficient of $rx12y = 0.640$ and $p = 0.000$ with contribution of 40.9%. (2) there is a significant positive relationship between self-esteem and subjective welfare, where the coefficient of $rx1y = 0.635$ and $p = 0,000$, contribution is 40.3%. (3) there is a significant positive relationship between optimism and subjective welfare, where the coefficient of $rx2y = 0.414$ and $p = 0,000$, with a contribution of 17.1%, thus it is stated that all hypotheses are acceptable.

Keywords: subjective welfare; self-esteem; optimism

INTRODUCTION

Education in the 21st century tries to implement a positive education by applying positive psychology in education. The unhappy education is certainly against the educational goals that define knowledge and skills so that in the context of happiness how to learn can be happy (Seligman, 2011). Everyone needs welfare in his life, even Aristotle (in Ningsih, 2013) mentions that welfare is the ultimate goal of the existence of human life. Everyone also has expectations to be achieved for the fulfillment of satisfaction in his life.

The individuals who have subjective welfare are happy with their close friends and family. They are also creative, optimistic, hard work, not easily discouraged, and smile more than individuals who call themselves unhappy (Argyle, in Nurhidayah & Rini 2012).

Subjective welfare is one of the studies in positive psychology which is defined as a phenomenon that includes the cognitive and affective evaluations of individual lives, such as what people generally call habits, tranquility, full function, and life satisfaction. Thus, subjective welfare is a broad concept that encompasses pleasant experiences, positive emotions, low levels of negative mood, and high life satisfaction (Diener, Oishi & Lucas, 2002, 2003).

There are two theories that can be used to explain the factors that determine the subjective welfare that is top-down theory and bottom-up theory. Top-down theory explains that the subjective welfare is influenced by personality factors, such as self-esteem, optimism, neuroticism, while bottom-up theory explains that subjective welfare is influenced by situational or environmental factors such as work, family, recreation, and community (Afiatin, 2009). Furthermore, a research conducted by Ariati (2010) mentions in more detail the factors that influence subjective welfare: (1) positive self-esteem, (2) self-control, (3) extraversion, (4) optimistic, (5) positive social relations, (6) Having meaning and purpose of life. Diener, Suh, Lucas, dan Smith (1999) say that subjective welfare consists of two components, they are: (1) Affect which is a direct figure evaluation of an individual on the event happens to his life, the individual will respond the positive affect if he experiences something good and vice versa. The positive affect is reflected dominantly as a high subjective welfare. (2) Liofe satisfaction is an individual ability to enjoy the experience along with happiness. The satisfaction judgment on the comparison of the certain self condition compared to several standards which cover: other people, past condition, appreciation level and idea from satisfaction and the needs or other purpose.

This study only discusses two factors that influence the subjective welfare that is self esteem and optimism. Self-esteem is a subjective judgment made by the individual about himself that is essentially positive or negative, whether the individual feels he or she is valuable, important, capable and meaningful to others, originating from various sources both internal and external such as family support, and others (Sudirman, 2015).

Self-esteem is a very important aspect of the students, it is due to as human beings are very concerned about various things about themselves including who they are, how positive or negative an individuals are about themselves, how the image is displayed in others, etc. (Byron & Byrne, 1994). According to Coopersmith (1967) self-esteem is an evaluation made by the individual against him and is usually maintained with respect for himself. In short, self-esteem is a personal assessment of the worthiness expressed through the individual's attitude toward himself. Self-esteem is also a subjective judgment passed on to others through verbal reports and other expressive actions. Coopersmith (1967) presents four sources of self-esteem, as follows: power, significance, virtue, and competence.

The next is optimism which is generally understood as the belief that what is happening now is good, and the future will give us the hope we dream. Despite the difficulties, optimists remain confident that the difficulties are good for self-development, and beyond that there is a chance to achieve hope. Pessimists see difficulties at every opportunity, while optimists see opportunities in every difficulty.

Optimism comes from English language which means always 'good hope'. Optimism according to *Kamus Besar Bahasa Indonesia* (2003) is; *Pham (keyakinan) atas segala sesuatu dari segi baik dan menyenangkan; sikap selalu mempunyai harapan baik dan menyenangkan.* (Understanding (belief) over everything in terms of good and pleasant; attitude always has good and pleasant hope).

An optimistic student does not see the problem as the end of his effort but will try to solve and get out of it. Individuals (students) with high optimism tend to be healthier because they have a desire to be someone who can produce something, have a positive expectation. According to Seligman (2006), optimism is the individual belief that adverse the events/ failures are only temporary, do not affect activity and are not self-induced but can be situations, fate or other individuals. Individuals who are optimistic think failure is caused by something that can be changed, so that it can succeed in the future. A pessimistic individual

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accepts failure as his own fault, assuming it stems from an inexorably ingrained nature. According Seligman there are three dimensions of how to explain a good or bad events happen to know the individual is pessimistic or optimistic, namely: aspects of permanence, aspects of pervasiveness, and aspects of personalization.

RESEARCH METHODS

The research is conducted at Postgraduate Campus of Medan Area University. The study was conducted for two months, which started from March 2017 until April 2017. The population in this study is all the Master of Psychology students of UMA who are still active. The sample in this study is 75 students which was taken based on Slovin method with error level 0,05. The data collection in this study uses three psychological scales as follows:

- 1) The subjective welfare scale used in this study is compiled by Arbiyah, Imelda and Oriza (2008) based on the components of the subjective welfare proposed by Diener consisting of 29 items.
- 2) Self-Esteem Scale which is compiled by Darmayanti (2012) and re-modified by the researcher that consists of 25 items. Self-Esteem Scale is based on the source of self-esteem proposed by Coopersmith (1967), namely power, significance, virtue, and competence.
- 3) Optimism Scale compiled by Darmayanti (2012) and re-modified by the researcher. The scale of optimism is based on aspects of optimism proposed by Seligman namely: aspects of permanence, aspects of pervasiveness, and aspects of personalization.

RESEARCH RESULT

The test of the distribution normality in the analysis uses Kolmogorov-Smirnov test. Based on the analysis, it is known that the variables of Subjective Welfare, Self-Esteem and Optimism spread following the normal distribution, that is distributed according to the principle of normal curve. As a criterion when $p > 0.05$, then the distribution is declared normal. Conversely if $p < 0.05$, then the distribution is not normal (Hadi, 2000).

Table 1. Summary of Calculation Result of Normality Test

No	Variables	Mean	SD	K-S	p	Ket
1	Subjective Welfare	54,48	4,872	0,541	0,93	N
2	Self esteem	62,16	5,959	1,074	0,19	N
3	Optimism	69,57	6,500	0,698	0,71	N

The linearity test is meant to know the degree of relationship of Self Price and Optimism variables with the students' Subjective Welfare. As a criterion when $p < 0.05$ then expressed to have a degree of linear relationship (Hadi, 2000).

Table 2. Relationship Linearity Test

Linearity	F-different	P-different	Description
$X_{1,2} - Y$	24,931	0.000	Linier
$X_1 - Y$	49,304	0.000	Linier
$X_2 - Y$	15,105	0.000	Linier

So, based on the relationship linearity test, it can be seen from the table above the three variables have a degree of linear relationship. Based on the results of the analysis by multiple regression method, it is obtained the two results in order to test the 3 hypotheses, as follows:

Table 3. Summary of Multiple Regression Calculations

Variable	R	r ²)	p	BE%	Ket
X ₁₂ - Y	0,640	0,409	0,000	40,9	Sig
X ₁ - Y	0,635	0,403	0,000	40,3	Sig
X ₂ - Y	0,414	0,171	0,000	17,1	Sig

Based on the above table, it can be seen that:

- There is a significant positive relationship between self-esteem and optimism with subjective welfare, where the coefficient of $rx_{12}y = 0.640$ with $p = 0,000$, this means the higher the self-esteem is and the optimism is, the higher the subjective welfare is. The determinant coefficient (r²) obtained of the relationship between self-esteem predictors and optimism with subjective welfare is $r^2 = 0.409$. This shows that subjective welfare is shaped by self-esteem and optimism with a contribution of 40.9%.
- There is a significant positive relationship between self-esteem and subjective welfare, where the coefficient of $rx_1y = 0.635$ with $p = 0,000$, this means the higher the self-esteem is, the higher the subjective welfare. The determinant coefficient (r²) obtained from the relationship of self-esteem with subjective well being is $r^2 = 0.403$. This shows that subjective welfare is shaped by self esteem with a contribution of 40.3%.
- There is a significant positive relationship between optimism and subjective welfare, where the coefficient of $rx_2y = 0.414$ with $p = 0,000$, this means the higher the optimism is, the higher the subjective welfare. The determinant coefficient (r²) of the relationship between optimism and the dependent variable of subjective well being is $r^2 = 0.171$. This shows that subjective welfare is shaped by optimism with a contribution of 17.1%.

Table 4. Calculation Results of Hypothetical and Empirical Average Value

Variable	SD	Average Value		Description
		Hypoteticcal	Empirical	
Subjective Welfare	4,872	42,5	54,48	High
Self esteem	5,959	50	62,16	High
Optimism	6,500	52,5	69,57	High

Based on the above table, it is known that the students who become the research respondents have high subjective welfare, as well as the students' self esteem and optimism.

DISCUSSION

The purpose of this study is to determine the relationship of self-esteem and optimism with the subjective welfare of the master degree students of psychology. The process of conducting the research which is in Postgraduate Program Master of Psychology UMA runs smoothly in accordance with the original planning. The research conducted by using quantitative research methods through questionnaires for data collection, then conducted a

test to give a picture of research variables. In addition, this measurement aims to determine the accuracy of the research results with hypotheses proposed by researchers.

Based on the results of the research data test that has been conducted by the researcher, the following will be presented the discussion of the research results obtained from each variable that is the master degree students' subjective welfare, self esteem and optimism.

The results of this study illustrate there is a significant positive relationship between self-esteem and optimism with subjective welfare, where the coefficient of $r_{x1y} = 0.640$ with $p = 0,000$, this means the higher the self-esteem and optimism is the higher the subjective welfare. The coefficient of determinant (r^2) which is obtained from the relationship between self-esteem predictors and optimism with subjective well welfare is $r^2 = 0.409$. This shows that the subjective welfare is shaped by self-esteem and optimism with a contribution of 40.9%.

The results of this study are supported by Top-down theory which explains that the subjective welfare is influenced by personality factors, such as self-esteem, optimism and neuroticism. This theory explains that the subjective welfare experienced by a person depends on the way the individual evaluates and interprets an event in a positive point of view. The perspective of this theory assumes that, the individual is the one who determines or assumes the role of whether the event he experienced will create psychological welfare for him. This approach considers the types of personality, attitudes, and ways that are used to interpret an event. So to improve the subjective welfare requires effort that focuses on changing perceptions, beliefs and personality traits of a person (Ariati, 2010).

Next, the results of the first main effect show that there is a significant positive relationship between self-esteem and subjective welfare, where the coefficient of $r_{x1y} = 0.635$ with $p = 0,000$, this means the higher the self-esteem is, the higher the subjective welfare. The determinant coefficient (r^2) obtained from the relationship of self-esteem with the subjective welfare is $r^2 = 0.403$. This shows that subjective welfare is shaped by self esteem with a contribution of 40.3%, while the rest is influenced by other factors.

The results of this study are supported by the theory mentioned by Diener that the level of subjective welfare itself is influenced by several factors, one of them is self-esteem. Self-esteem affects one's personal life in everyday life. Further Myers and Diener (1995) explain that the four inner qualities that affect the subjective welfare or in a person are self-esteem, sense of personal control, optimism, extraversion. So it can be said that self-esteem has an important role in improving the subjective welfare of a particular student.

Self-esteem is one that affects the subjective welfare. Self-esteem here is how a magister student assesses his own positive life as a whole. The positive self-esteem felt by a master degree student is also influenced by their reasoning when they continue their master or postgraduate studies. Meanwhile the subjective welfare here includes life satisfaction, positive affects and negative affects. The master degree students who feel subjective welfare of their lives have high life satisfaction, high positive affects and low negative effects. The positive assessment can also cause positive affects on the student. They will feel more comfortable than unpleasant feelings. Being a master degree student is what makes him or her feel more proud of himself and his life after becoming a graduate student.

The findings of the second main effect show that there is a significant positive relationship between optimism and subjective welfare, where the coefficient of $r_{x2y} = 0.414$ with $p = 0,000$, this means the higher the optimism the higher the subjective welfare. The determinant coefficient (r^2) of the relationship between optimism and the dependent variable of subjective

welfare is $r^2 = 0.171$. This shows that subjective welfare is shaped by optimism with a contribution of 17.1%, while the rest is more influenced by other factors.

The results of this study are also supported by Top-down theory which explains the subjective welfare experienced by a person depending on the way the individual evaluates and interprets an event in a positive point of view (Ariati, 2010). Optimistic people are rarely shocked by adversity. They feel confident of having the power to eliminate the negative thinking, strive to improve the self-power, use the innovative thinking to achieve success, and try to be happy, even if they are not in happy conditions (Diener, 2002). According to Scheiver and Carter (in Nurtjahjanti, 2011) the optimistic individuals will try to reach expectations with positive thinking that will have advantages. The optimistic individual usually works hard to deal with daily stress and challenges effectively, praying, and recognizing the luck factor and other factors that support his success. An optimistic individual has a dream to achieve goals, struggles with all his might, and does not want to sit idly by waiting for the success given by others. The optimistic individual wants to do everything on his own and do not want to think about success before trying it. The results of this study are in line with the theory that optimism is one of the factors that affect the subjective welfare. One of the successes for students in completing their studies is a positive attitude, namely to feel confident that the problems encountered can be overcome. At least students should be confident of finding problem solving to get the best possible outcome under existing conditions without fear of failure (Ginting, 2005). When a failure occurs, the optimists tend to disclose it with an active and uninterrupted response, plan an action, or seek help and counsel. The optimists also consider failure to be something that can be changed so that they can succeed in the future (Seligman in Goleman, 2005).

CONCLUSION

Based on the results obtained in this research, it can be concluded as follows:

- a. There is a significant positive correlation between self-esteem and optimism with subjective welfare, where the coefficient of $r_{x_2y} = 0.640$ with $p = 0,000$ and $r^2 = 0.409$, it shows that subjective welfare is formed by self esteem and optimism with a contribution of 40.9%. From these results it is known that there is still 59.1% influence from other factors to subjective welfare.
- b. There is a significant positive relationship between self-esteem and subjective welfare, where the coefficient of $r_{x_1y} = 0.635$ with $p = 0,000$, and $r^2 = 0.403$. This shows that subjective welfare is shaped by self esteem with a contribution of 40.3%. From this result it is known that there is still 59,7% influence from other factor to subjective welfare.
- c. There is a significant positive relationship between optimism and subjective welfare, where the coefficient of $r_{x_2y} = 0.414$ with $p = 0,000$, and $r^2 = 0.171$. This shows that subjective welfare is shaped by optimism with a contribution of 17.1%. From these results it is known that there is still 82.9% influence from other factors to subjective welfare.

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