

## Analysis of Factors Affecting Primary Teachers' Happiness

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Keywords:	Abstract
character strength; social life; compensation; teachers' happiness; multiple linear regression	<p><i>Teachers are indispensable to education. Teachers' presence in the classroom is crucial for student learning. Consideration must be given to teachers' happiness in order for them to perform their duties effectively in schools. This study employed a multiple linear regression model to determine the effects of character strength, social life, and compensation on the happiness of teachers. This was a quantitative descriptive study with 71 teachers as the population and 40 teachers as the sample from Maitreawira Primary School in Batam. The information was gathered using a questionnaire. Before using multiple linear regression to analyze the data, their validity and dependability were evaluated. The results indicated that the teachers' social lives had an impact on their happiness. While the factors of moral fortitude and remuneration have a limited impact on teachers' happiness, neither factor has a substantial impact. However, character strength, social life, and compensation can simultaneously affect teachers' happiness. The headmaster of a primary school is expected to pay attention to the social life of teachers in order to increase their happiness. This study demonstrated the effect of character strength, social life, and compensation on the happiness of teachers.</i></p>

### INTRODUCTION

#### Background

Due to their direct involvement in fostering the character and intelligence of students, the role of teachers in the field of education is both essential and noble. Teachers are inextricably linked to numerous factors that deplete their energy, mind, and heart. Teachers must have effective teaching and class management skills. Especially during a pandemic such as the current one, teachers are always required to solve unexpected problems. Teachers must be able to communicate online with their students. According to Ardhyantama and Idayani (2020), effective communication positively influences students' learning motivation, particularly during this pandemic. Teachers must maintain their zeal and endurance to deal with the personalities of dozens of students in the classroom and the

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demands of parents, principals, foundations, and the Education Authorities. If teachers are unable to maintain their zeal and stamina and control their emotions, this duty becomes taxing.

In order to perform their jobs in accordance with national values, such as educating the nation's life and developing students' character, teachers must be happy in order to maintain their stamina. Positive relationships exist between students' attitudes and motivations as well as their perceptions of teachers' happiness (Moskowitz & Dewaele, 2021). According to Bhatia and Mohsin (2020), it's crucial to put an emphasis on workplace happiness rather than individual engagement or job satisfaction. Additionally, Stasio et al. (2019) discovered that subjective joy and affection have an impact on job engagement. Happiness is the key to keeping new teachers in the classroom, despite the fact that many studies to date have concentrated on work and working conditions (de Stercke, Goyette, & Robertson, 2015).

Even the definition of happiness depends on a number of factors. Divergent viewpoints exist on the matter. Teacher happiness is defined as the state of teachers as they carry out their teaching duties, optimism, faith, and ethics based on external factors from the perspective of philosophy, psychology, pedagogy, and comparative analysis that focuses on happiness and well-being. To achieve the desired state, work produces a type of pleasure (Zhongying, 2013). An individual's happiness can be influenced by a variety of factors. In Seligman's book "Authentic Happiness," he argues that both internal and external factors affect happiness. Examples of external factors include things like money, marriage, social life, health, religion, age, education, climate, race, and gender. Character strength, satisfaction from the past, and happiness in the present are all concurrent internal factors (Seligman, 2017).

### **Problem of Study**

Maitreyawira Primary School has 1665 students and 71 teachers, with 53 female teachers and 18 male teachers. The large number of students, the diverse characteristics of parents, the demands of principals, foundations, and the Education Authorities all have an impact on teachers' emotional regulation. The happiness of the teacher is critical to the success of the learning process and positive interactions with students.

The school and the school foundation have coordinated teacher compensation in an effort to increase teachers' happiness so that they can perform their duties to the best of their abilities. It is expected to have an indirect impact on student achievement. However, it is unknown whether the compensation provision has increased the happiness of elementary school teachers. There were four research questions to answer in this study, i.e.

1. Does strength of character partially affect the teacher's happiness?
2. Does social life partially affect the teacher's happiness?
3. Does compensation partially affect the teachers' happiness?
4. Do character strength, social life, and compensation simultaneously affect a teacher's happiness?

Based on the research questions, the research hypothesis is following

Hypothesis 1: Strength of character is partially affected the teacher's happiness.

Hypothesis 2: Social life is partially affected teachers' happiness.

Hypothesis 3: Compensation is partially affected teachers' happiness.

Hypothesis 4: Character strength, social life, and compensation simultaneously affect a teacher's happiness.

### **State of the Art**

Several studies related to the factors that can affect happiness in the workplace in general and teachers' happiness have been carried out. Tadic et al. conducted a multi-level

analysis that showed that self-appropriate motivation supports a negative relationship between job demands and happiness (Tadić, Bakker, & Oerlemans, 2013). Meanwhile, Toulabi et al. acquired that happiness had a significant relationship with all components of work-life quality except promotion opportunities in Ilam, Iran (Toulabi, Raoufi, & Allahpourashraf, 2013). Wulandari and Widyastuti stated that five factors make a person happy at work. The first is positive relationships with other people, such as support from colleagues and superiors. The second is achievements, such as job completion, job suitability, and self-development. Then, the physical work environment, such as supporting facilities. Then, compensation (salary and incentives) and health, such as a healthy and relaxed body (Wulandari & Widyastuti, 2014). Prasetyo, in his study, suggests that the factors that influence lecturers' happiness are relationships with other people (students, fellow lecturers, structural officials of higher education), total involvement in assignments, the discovery of the meaning of spirituality and career development (Prasetyo, 2015).

In addition, Jalali and Heidari showed a significant relationship among happiness, subjective well-being, performance and creativity of elementary school teachers in Ramhormoz City, Iran (Jalali & Heidari, 2016). Similar to Jalali and Heidari's research, Ihtiyaroglu showed that life satisfaction and happiness were significantly predicted an appreciative and indifferent class management profile (İhtiyaroğlu, 2018). Mertoglu more comprehensively explores the factors that differentiate teachers' happiness working at the primary, middle and high school levels and provide notable advice to form happier individuals in Foça and Dikili district of İzmir, Turkey. He discovered that teachers' happiness rates did not differ considerably according to marital status, age, number of children, income level and seniority. However, there is a significant difference in teachers' happiness rates between teachers who are willing to go to school and teachers who are not ready to go (Mertoğlu, 2018).

The following are happiness factor studies from the past three years. Benevene et al. (2019) discuss the never-before-discussed mediating aspect of teachers' happiness. Results indicated that teachers' workplace happiness partially mediates the relationship between dispositional happiness and teacher health. Moreover, it fully mediates the association between teacher self-esteem and health. In addition, the impact of self-esteem and dispositional happiness on health conditions is greater when teachers recognise their workplace as a context in which they experience happiness..

On the basis of student happiness, Nurochim and Ngaisah (2019) provided a theoretical explanation of efforts to improve the quality of teachers. Positive patterns of human resource management can be discovered with an analysis that focuses on happiness at work. It might raise teachers' standards. At the same time, the management of human educational resources based on the social and psychological potential already present can enhance the quality of the teacher themselves. Life satisfaction, the meaning of life, and emotions as elements that contribute to teachers' happiness are some things that need to be taken into account in order to improve teachers' quality.

In contrast, Kun and Gadanecz (2022) examined the relationship between teachers' psychological resources and workplace well-being, psychological capital, and perceived workplace happiness. The results indicate that happiness and well-being at work are particularly associated with optimism, hope, and psychological resources within oneself. Kim and Kim (2020) investigated the impact of early childhood teachers' happiness and psychological exhaustion on teacher-child interactions in Metropolitan South Korea. Improving the quality of teacher-child interaction necessitates increasing the happiness of early childhood educators and reducing psychological fatigue, as demonstrated by the findings. Ahmed et al. (2020) investigated the correlation between work motivation and happiness among elementary school teachers in the Pasir Gudang region of Johor, Malaysia.

The results indicate a strong correlation between job satisfaction and teacher work motivation.

### Gap Study & Objective

The study’s objectives were to test the hypothesis of the partial effects and a stimulant effect of independent variables (strength of character, social life, and compensation) on a dependent variable (teacher’s happiness). Based on several studies, it can be seen how important to maintain teacher happiness. Most studies discussed psychological and mental factors without combining the material side, such as the compensation received by the teacher. Consequently, the compensation factor was added to the character and social life factors. Using previously untested multiple linear regression models, this study aims to determine the effect of character strength, social life, and compensation factors on the happiness of teachers at Maitreyawira Primary School Batam.

## METHOD

### Type and Design

This study is a quantitative descriptive study with a case study design included in non-experimental research. It describes a phenomenon through quantitative data processed through a presentation, analysis, and interpretation. There are four variables in this study, i.e. three independent variables: character strength factor ( $X_1$ ), social life ( $X_2$ ) and compensation ( $X_3$ ) and a dependent variable is teachers’ happiness ( $Y$ ). The authors conducted this study at Maitreyawira Primary Schools in Batam, Riau Islands, Indonesia (See Figure 1) from March to June 2021.

This study begins by conducting a literature review on character strength, social life, compensation, and teachers’ happiness theory. In addition, literature reviews were also conducted on data processing, such as validity and reliability, correlation, and multiple linear regression. Furthermore, data collection was carried out using a survey method. After data collection, data processing, analysis, drawing conclusions and giving suggestions are carried out.

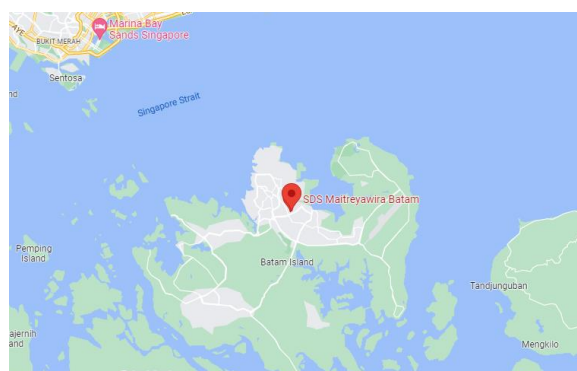


Figure 1: Location of the present study

### Data and Data Sources

The population was 71 teachers in Maitreyawira Primary School Batam, with an average age is 34,7 years. Three independent variables and one dependent variable were investigated so that the minimal sample is ten times the number of variables, as many as 40 samples (Sugiyono, 2012). A random sampling technique was used in this study. The sample is 11 male teachers and 29 female teachers with the latest education S1.

### Data Collection Technique

The data were collected using a newly created questionnaire by submitting questions in writing to the respondents. The questions are logically related to the variables under investigation in this study, i.e., character strength, social life, pay, and teacher satisfaction. In hypothesis testing, every answer has significance.

#### Data Validity and Reliability

Data analysis was conducted with validity and reliability tests to know the level of validity and trustworthiness of the data measured. The validity test was conducted to measure the accuracy of the questionnaire as an instrument of data collection. The validity test is carried out with a validity interval. The criteria used come from within the test tool itself, and each variable indicator is correlated with the total value obtained from the coefficient of Product-moment Correlation. If the coefficient is low and not significant, then the indicator of the variable in question is declared invalid. The calculations are using SPSS version 23, where the criteria for the validity of each item are determined by looking at the significant sign or p-value (sig.(2-tailed)) in the SPSS output. Valid items have a significant sign at the significance level of 0.05 or the sig.(2-tailed) value < 0.05 on the SPSS output. A reliability test is a test to see the consistency of a measurements series. The reliability test used the Cronbach Alpha test. A variable is reliable if it has a Cronbach Alpha value > 0.6.

#### Data analysis

The normality and multicollinearity test, using the Kolmogorov-Smirnov Test, are carried out to determine whether the data meet the assumptions of the classical multiple linear regression model. In the normality test, if the K-S test results have a sig value > 0,05, the data variables are normally distributed (Field, 2018). The multicollinearity test aims to determine whether the independent variables in the regression equation are not correlated with each other. In the multicollinearity test, if the VIF value is < 10, it means there is no multicollinearity (Field, 2018).

While the correlation test is carried out to determine the direction and strength of the relationship between two or more variables. According to Sugiyono (2018), in general, every regression analysis is preceded by correlation analysis, but every correlation analysis is not necessarily followed by regression. The correlation not followed by regression is the correlation between two variables that do not have a causal or functional relationship. Correlation tested with Product Moment correlation (Sugiyono, 2018).

The Product Moment correlation formula for the independent variable  $X$  with the dependent variable  $Y$  is (Sugiyono, 2017)

$$r_{XY} = \frac{n \sum XY - \sum X \sum Y}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}} \quad (1)$$

with

$r_{XY}$  = correlation coefficient between  $X$  and  $Y$  variables

$\sum X$  = total score of  $X$

$\sum Y$  = total score  $Y$

$n$  = amount of data

According to Sugiyono (2017), Table 1 shows the level of correlation value (Sugiyono, 2017).

**Table 1.** The Level of Correlation

Correlation Coefficient	Correlation Level
0,000-0,199	Very low
0,200-0,399	Low
0,400-0,599	Strong enough

0,600-0,799	Strong
0,800-1,000	Very strong

After the correlation test, the multiple linear regression test was performed. Multiple linear regression is a development of simple linear regression that only uses one independent variable. It uses more than one independent variable. Multiple linear regression is used to analyze the causal relationship of several independent variables ( $X_i$ ) to one dependent variable ( $Y$ ) with the following model.

$$Y = a_0 + a_1X_1 + a_2X_2 + \dots + a_nX_n + \varepsilon \quad (2)$$

with

- $Y$  = dependent variable [teachers’ happiness ( $Y$ )]
- $a_0$  = constant
- $a_1, a_2, \dots, a_n$  = regression coefficients
- $X_1, X_2, \dots, X_n$  = independent variables [character strength factor ( $X_1$ ), social life ( $X_2$ ), and compensation ( $X_3$ )]
- $\varepsilon$  = error

The multiple linear regression model was used to estimate the regression coefficient of several independent variables ( $X_i$ ) to the dependent variable ( $Y$ ). All independent variables must be included in the regression calculation simultaneously to determine the regression equation in the data test. This regression equation then produces a constant and regression coefficients for each independent variable. The independent variables in this study are character strength factor, social life, and compensation. The dependent variable in this study is teacher’s happiness. The multiple linear regression method can be applied to determine the factors that affect teachers’ happiness. Using this method, regression coefficients that form a regression equation will be obtained, indicating how much the independent variables affect the dependent variable.

## RESULT

### Validity dan Reliability Test

The validity and reliability test results are shown in Tables 2 and 3. Based on the  $r_{table}$ , the minimum Pearson Correlation value ( $\alpha = 0,05$ ) with 40 respondents is 0,2573. Each item’s validity is found in column  $r_{count}$  (see Table 2). It shows that all Pearson correlations values for each item are  $> 0,2573$ . So it can be concluded that all questionnaire items for all these variables are valid.

Furthermore, the reliability test is shown in Tables 3. According to the reliability test results, the Alpha-Cronbach reliability coefficient is greater than 0.60. It indicates that the instrument is reliable.

**Table 2.** Validity Test Result

Item	X1		X2		X3		X4	
	$r_{count}$	Description	$r_{count}$	Description	$r_{count}$	Description	$r_{count}$	Description
1	0.50	valid	0.51	valid	0.5	valid	0.6	valid
2	0.67	valid	0.51	valid	0.61	valid	0.8	valid
3	0.51	valid	0.67	valid	0.62	valid	0.62	valid
4	0.44	valid	0.59	valid	0.6	valid		
5	0.44	valid	0.69	valid	0.5	valid		
6	0.42	valid						

**Table 3.** Reliability Test Result (Cronbach's Alpha)

Variable	Cronbach's Alpha	Description
X1	0.67	reliable
X2	0.73	reliable
X3	0.71	reliable
X4	0.75	reliable

### Classic Assumption Test

Table 4 displays the outcomes of the normality test. Each variable's significance value in Table 4 is greater than 0,05. It indicates that all variables have a normal distribution, which satisfies the conditions needed to conduct a linear regression analysis. The results of the multicollinearity test are shown in Table 5. The value of VIF for all independent variables is less than 5. It means that there is no multicollinearity (Field, 2018).

**Table 4.** Normality Test Result

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X1	0.162	40	0.010	0.943	40	0.044
X2	0.153	40	0.019	0.929	40	0.015
X3	0.160	40	0.011	0.902	40	0.002

a. Lilliefors Significance Correction

**Table 5.** Multicollinearity Test Result

Model	Coefficients <sup>a</sup>						Collinearity Statistics	
	Unstandardized Coefficients		Unstandardized Coefficients		t	Sig.	Tolerance	VIF
	B	Std. Error	Beta					
1 (Constant)	0.580	2.298			0.252	0.802		
X1	0.249	0.214	0.379		1.162	0.253	0.131	7.628
X2	0.375	0.103	0.550		3.656	0.001	0.615	1.626
X3	-0.094	0.250	-0.132		-0.378	0.708	0.113	8.817

a. Dependent Variable: Y

### Correlation Test

The correlation test results are shown in Table 6. The correlation coefficient between the character strength ( $X_1$ ) and the teacher's happiness ( $Y$ ) is 0,542, positive correlation with strong enough level. The correlation coefficient between the social life ( $X_2$ ) and the teacher's happiness ( $Y$ ) is 0,667, positive correlation with strong level. While the correlation coefficient between the compensation ( $X_3$ ) and the teacher's happiness ( $Y$ ) is 0,555, positive correlation with strong enough level. The highest correlation coefficient is between social life and teacher's happiness.

**Table 6.** Correlation Test Result

	Correlation value	Level
$r_{X1Y}$	0.542	Strong enough
$r_{X2Y}$	0.667	Strong



$r_{X_3Y}$	0.555	Strong enough
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### Multiple Linear Regression

From the output of multiple linear regression by SPSS 23, several values related to the coefficient of determination and multiple linear regression are obtained (See Table 7 – Table 9). Based on Table 7, the R-value is 0,706. According to Sugiyono (2012), it shows a strong relationship between the factors of character strength, social life and compensation on the happiness level of Maitreyawira Primary School teachers. As much as 70.6% of teachers' happiness is influenced by character strength, social life, and compensation. While other factors outside the model influence the remaining 29.4%.

**Table 7.** Multiple Linear Regression Result (R-Value)

Model Summary				
Model	R	R square	Adjusted R Square	Std. Error of the Estimate
1	0.706 <sup>a</sup>	0.499	0.457	0.7565
a. Predictors: (Constant), X3, X2, X1				

From Table 8, the constant value  $a_0 = 0,580$ , the coefficient value of the character strength variable  $a_1 = 0,249$ , the coefficient value of the social life variable  $a_2 = 0,375$ , and the coefficient value of the compensation variable  $a_3 = -0,094$  are obtained. Then the regression equation is

$$Y = 0,580 + 0,249X_1 + 0,375X_2 - 0,094X_3 \quad (3)$$

Look at linear regression equation (3). The three variables added statistically significantly to the prediction of teachers' happiness. Constant  $a_0 = 0,580$ , it is indicated that if the independent variables of character strength ( $X_1$ ), social life ( $X_2$ ), and compensation ( $X_3$ ) are zero, then the teacher's happiness ( $Y$ ) reaches 58%. Coefficient  $a_1 = 0,249$  demonstrates that if the character strength ( $X_1$ ) increases by 1% while the other variables are constant, the teachers' happiness ( $Y$ ) rises by 24.9%. Coefficient  $a_2 = 0,375$  indicates that if social life ( $X_2$ ) increases by 1% while other variables are stable, the teacher's happiness ( $Y$ ) increases by 37.5%. Coefficient  $a_3 = -0,094$  states that if the compensation ( $X_3$ ) increases by 1% while the other variables are constant, the teachers' happiness ( $Y$ ) decreases by 9.4%.

### Hypothesis Test

Based on Table 8, partially hypothesis tests was obtained, i.e.

1. The  $t_{\text{count}}$  value of  $X_1$  equal to 1,162 smaller than  $t_{\text{table}} = 1,6838$  means that the character strength variable partially does not affect the teacher's happiness.
2. The  $t_{\text{count}}$  value of  $X_2$  equal to 3,656 greater than  $t_{\text{table}} = 1,6838$  means that the social life variable partially affects the teacher's happiness.
3. The  $t_{\text{count}}$  value of  $X_3$  equal to -0,094 smaller than  $t_{\text{table}} = 1,6838$  means that the compensation variable partially does not affect the teacher's happiness.

The simultaneous hypothesis test results using the F-test are shown in Table 9. The  $F_{\text{count}}$  value is 11,940 while the  $F_{\text{table}}$  value is 5% with  $df_{\text{residu}} = 36$  and  $df_{\text{regression}} = 3$ , it is known that  $F_{\text{table}} = 2.87$ . Because  $F_{\text{count}}$  is greater than  $F_{\text{table}}$ , it means that the independent variables (strength of character, social life, and compensation) in this study simultaneously affect the level of teacher happiness.



**Table 8.** Multiple Linear Regression Result (t-test)

		Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Unstandardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	0.580	2.298		0.252	0.802		
	X1	0.249	0.214	0.379	1.162	0.253	0.131	7.628
	X2	0.375	0.103	0.550	3.656	0.001	0.615	1.626
	X3	-0.094	0.250	-0.132	-0.378	0.708	0.113	8.817

a. Dependent Variable: Y

**Table 9.** Multiple Linear Regression Result (F-test)

		ANOVA <sup>a</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.499	3	6.833	11.940	0.000 <sup>b</sup>
	Residual	20.601	36	0.572		
	Total	41.100	39			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X2, X1

## DISCUSSION

According to the findings of the multiple linear regression analysis, the happiness of the teachers at Maitreyawira Primary School is not entirely influenced by character traits or pay. The findings disagree with those of Seligman (2005), Wulandari and Widyastuti (2014). Two of the five factors that make a person happy at work, according to them, are compensation and character strength. Studies on teachers' happiness have also been done in Turkey (Mertoğlu, 2018) and Iran (Jalali & Heidari, 2016), but they differ from the findings of this study.

On the other hand, teachers' happiness is somewhat influenced by their social lives. This finding is in line with Prasetyo's (2015) study, which found that relationships with other people have a positive impact on lecturers' happiness. The findings of the study by Toulabi et al. (2013) in Iran are also consistent with this one. They came to the conclusion that, with the exception of promotion opportunities, all aspects of work-life quality were significantly correlated with happiness. However, Kim and Kim (2020) in South Korea took a different approach to their research on happiness. They did the opposite: enhancing early childhood teachers' happiness can enhance the effectiveness of teacher-child interaction. The way a teacher interacts with a student may indicate that teacher's social life at school..

If we look at research from 2005 and 2018, we find that teachers' happiness is still largely influenced by financial factors like compensation, salaries, and incentives. However, the trend has shifted to social life since 2018 until the present. Studies that have begun to link social life with teacher happiness have shown this. Similar to this study's findings, social life has a big impact on teachers' happiness. The fact that teachers' social lives have changed over time and in the present makes this condition possible.

The average age of the teachers at Maitreyawira Primary School is 34,7 years, as detailed in the section on data and data sources. The millennial generation, as defined by Karl Mannheim's 1923 Generation Theory, is made up of people who were born between 1980

and 2000. Consequently, the millennial generation’s age range today is roughly 22 to 42. The teachers at Maitreyawira Primary School belong to the millennial generation based on their average age, which is 34.7 years.

The millennial generation is very familiar with the digital world, claim Ahmad and Nurhidaya (2020). Social media is used by this generation 93% of the time. According to Zis et al. (2021), after using a device, millennial and Z generation behaviour changed from being interactive to being passive. No effective communication results from this condition. In contrast, developing a strong social life necessitates effective communication. Teachers at Maitreyawira Primary School who teach members of the millennial generation tend to become more passive or interact with others less. The condition alters the social life of teachers. Character strength and pay are factors that do not entirely influence teachers’ happiness, but the other two factors in this study—social life and compensation—have an impact on teachers’ happiness at the same time. This condition implies that the factors that determine happiness are interdependent.

## CONCLUSION

This study indicated the effect of character strength, social life, and compensation on teachers’ happiness. The influence is explained comprehensively, i.e. the simultaneous or partial impact. Character strength and compensation partially do not affect teachers’ happiness. Besides, social life partially affects teachers’ happiness. Simultaneously, character strength, social life, and compensation influence teachers’ happiness. This study has several limitations. At first, it is related to the diversity of the population. Population only selected from Maitreyawira Primary School made the data less diverse. Second, the study duration was less than a year, so the data was not comprehensive. Future studies about teachers’ happiness would be better with a more representative population (from various islands or provinces) in a whole year study. Social life can be investigated more deeply related to mental health in influencing teachers’ happiness.

Based on the discussion results, it can be concluded that at Maitreyawira Primary School, social life partially influences teachers’ happiness. Meanwhile, character strength and compensation have no partial effect on teachers’ happiness. However, the three independent variables simultaneously affect teachers’ happiness. It is hoped that in the future, the principal can coordinate with the foundation (for private schools) to pay attention to teachers’ social life to increase teachers’ happiness.

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