THE RELATIONSHIP OF FORGIVENESS AND RELIGIUSITY WITH THE HAPPINESS OF CLASS XI STUDENTS IN SMASTATE 1 BUILDING ANCIENT

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ABSTRACT

Empirically, this study aims to see the relationship between forgiveness and religiosity with happiness in class XI students at SMAN 1 Bangun Purba. The population in this study was 190 students and the sample was 123 students where the sample was taken using proportionate stratified random sampling. Data collection techniques are questionnaires and documentation, data analysis is done by product moment correlation, hypothesis testing t test, F test, and determination test. The results showed that: (1) There was a significant positive relationship between forgiveness and religiosity with happiness as seen from the significance value of $0.001 < 0.005$. The contribution of forgiveness and religiosity is seen from the value of the coefficient of determination ($R2$) = 0.682 or 68.2%. (2) There is a significant positive relationship between forgiveness and happiness as seen from the significance value of $0.003 < 0.005$. 3) There is a significant positive relationship between religiosity and happiness as seen from the significance value of $0.001 < 0.005$. Thus, it can be concluded that there is a significant relationship between forgiveness and religiosity with happiness in class XI students at SMKN 1 Bangun Purba.

Keywords: *Forgiveness, Religiosity, Happiness*

1.INTRODUCTION

Every human being or individual is a social being who will always need other individuals to survive even though the individual often thinks that the individual himself has full control over his life, can plan and anticipate every problem in his life. In everyday life, humans cannot be separated from a problem. These problems can come from oneself such as heartache, disappointment, feeling unable, and other heartaches that affect peace of mind. Someone's perspective is also different on a problem, there are people who consider big problems as small problems, and vice versa, depending on how someone reacts to the problem.

According to Stanley Hall (Santrock, 2003) adolescence is a period between the ages of 12-23 years, and this period is also called a period full of storms and stress. Hurricanes and stress is Hall's concept of adolescence where this period is a turbulent period characterized by conflict and mood swings.

Adolescents in general still participate in learning activities at school which is the most basic activity. In this case, the success or failure of achieving educational goals depends on how the learning process in the classroom is experienced by students as students. In learning also every student has the opportunity to achieve achievement and to achieve it must be accompanied by effort and hard work in learning in order to get the expected results. But not infrequently also some students in achieving these achievements find many obstacles in the learning process, one of which is boredom. If this happens, it can result in the learning effort being carried out to be not optimal and the chances of students to succeed in achieving learning achievement will also decrease.

Students who experience boredom are often caused by various factors such as the presence of teachers who still use monotonous learning methods, (the learning methods do not vary), the presence of students who do not like or are not interested in certain subjects, as well as the presence of students who continue to study hard. but did not get the results as expected. This deviant behavior indicates unhappiness. Happiness is felt by individuals who have faith (belief) then practice it in their daily lives or are often called having good morals when dealing with their world, especially with other

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humans. According to Myers, the sign of individuals who have happiness in their lives is being able to control themselves, including not behaving in a deviant manner. According to Rostiana &

Based on this phenomenon, the researcher saw that students reflected their unhappiness with negative behavior in the form of violating school rules, fighting teachers, not taking exams and even lying to their teachers.

In line with this, there are several factors that affect happiness, namely social life, religiosity, marriage, health, gratitude and forgiveness (Seligmen, 2005).

From the theory above, it is stated that forgiveness is one of the factors that affect happiness, based on aspects of forgiveness according to Snyder and Lopez (2007), namely, forgiving oneself, forgiving others and forgiving circumstances, it can be seen that students have not been able to forgive these three things. , have not been able to forgive themselves because the results of learning efforts are not in line with expectations and forgive others and circumstances due to the limitations of the teacher's method of teaching so that it seems monotonous, the density of class hours so that it takes time to rest, parents who seem not to care about the progress of student learning at school, bullying between fellow students and the limited economic conditions of parents so that they are only able to provide modest facilities to students.So that the inability to forgive causes unhappiness in students which is reflected in the form of negative behavior.

From this definition, we can draw a common thread that students lack appreciation of their existence as religious beings, because students have not realized that they will be more aware of everyone's imperfections, that every teacher has limitations and their respective strengths in teaching, and parents also have limitations. each in all respects such as economy and characteristics and should not have to do bullying of fellow students and other things that students face as previously mentioned. The lack of this level of religiosity causes unhappiness in students which is reflected in the form of negative behavior at school as described previously.

Based on the case description that has been described above and then connected to the theory, it can be concluded that forgiveness and religiosity have a significant role in the formation of students' happiness. Therefore, researchers are interested in conducting research with the title "RELATED FORGIVENESS AND RELIGIUSITY WITH HAPPINESS IN STUDENTS OF SMA NEGERI 1 BANGUN PURBA".

2. LITERATURE REVIEW
2.1.Happiness

Happiness(happiness) is an important component that must be owned by individuals in life, as well as conditions that are desires or aspirations to be achieved by every community wherever they are (Sativa, 2015). based on certain norms, sometimes sacrificing time, effort and money from the helper not expecting anything in return. Basically, life always gives happiness as long as it is desired and recognized. The will of happiness can only be realized by the individual as long as he acknowledges it for what it is and as it should be (Yudantara, 2008). Furthermore, Yudantara also explained that happiness is something that can be grown by every individual with one way that can be done, namely being optimistic about everything that is done. Mostofa (2008) explains that humans are under two sovereign powers, namely joy and sorrow. In addition, Mostopha also explained that happiness is satisfaction, pleasure, joy, and satisfaction with everything that happens. In addition, Frey & Stutzer (2006), explain that happiness will be realized if what is a need can be fulfilled.

Happiness is the goal for every human being. Happiness is something that is pleasant, joyful, brings pleasure and the achievement of a goal. Happiness for each person is different, because happiness is a subjective thing. Happiness of each individual is different from each other despite experiencing the same incident. Happiness in each individual depends on the meaning and understanding of happiness (Lukman, 2008). From the description above, it is concluded that happiness is a concept in the soul and is the ideal of everyone from all walks of life and the need to be able to live life with positive emotions, including in this case students or students.

2.2.Religiosity

Religion is a word taken from the Latin religare which means Re = back and ligare = bound. It means that religion has the meaning of our attachment to the components that give norms, rules and values that each of us adheres to (Mudzakkir, 2002). Religiosity also has the meaning that in whatever belief we profess it must be filled with norms related to commands and prohibitions that we must obey as people who adopt the value of these beliefs, the goal is as a link between us as believers and God, as well as our relationship with fellow humans and the universe (Subandi, 2013).

2.3.Competence of Human Resources

According to Bukit, et al. (2017: 20) Competence is a skill that a person needs which is demonstrated by his ability to consistently provide an adequate or high level of performance in a specific job function. According to Spancer (in Busro, 2018: 26) states that competence is a characteristic that underlies a person related to the effectiveness of individual performance in work or basic characteristics of individuals who have a causal relationship or as a cause and effect with the criteria proposed by reference, effective or excellent performance or superior at work or in certain situations.

2.4.Forgiveness

Thermologically, forgiveness has two meanings, namely apologizing and forgiving. According to psychoanalytic experts, to do these two things there are elements involved including victims, perpetrators, and also various levels of trauma, injury and injustice (Dita, 2005). Forgiveness is an attitude of overcoming negative things and judging the wrongdoer by not denying the pain (M. McCullough & Emmons, 2003).

Beumeister, Exline, and Sommer (2003) describe there are two dimensions of forgiveness, namely the intrapersonal dimension and the interpersonal dimension. The intrapersonal dimension involves the emotional and cognitive aspects of forgiveness. There is a process that is passed from starting to forgive until completely forgiving and no more feeling of anger or resentment. Until finally forgive. Rourke (2006) adds that intrapersonal forgiveness makes victims come to terms with their negative feelings.

2.5.Teenagers

The word youth has many different meanings. There are those who interpret teenagers as a group of people who are growing up, there are also those who interpret teenagers as children who are full of turmoil and problems, there are also those who interpret teenagers as a group of children who are full of enthusiasm and creativity.

From some of the above understanding, psychologically, adolescents in the original language are called adolescence, derived from the Latin adolescere which means to grow to reach maturity or in development to become adults (Ali.M and Asrori.M, 2006). Adolescence, according to Mappiare (2006), lasts between the ages of 12-21 years for women and 13-22 years for men. Vulnerability during adolescence is usually divided into three, namely: 12-15 years is early adolescence, 15-18 years is middle adolescence and 18-22 years is late adolescence (Desmita, 2008), according to WHO (in Amita, 2018).) adolescents are residents in the range of 10-19 years.

3.RESEARCH METHOD

The research design used is quantitative research methods. The type of research used in this research is quantitative research with a correlational approach. According to Sumanto (2002), research. The variables of this study consisted of independent variables and dependent variables. As for the variables in this study as independent variables, namely Forgiveness (X1), Religiosity (X2), and the variable appiness (Y).

The total population in this study were all students of class XI at SMA Negeri 1 Bangun Purba who came from 5 classes totaling 190 students (49 students in class XI MIPA 1, 39 students

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in XI MIPA 2, 38 students in XI MIPA 3, 37 students in XI IIS 1 and 37 students in class XI IIS 2). Based on the table and the total population in this study is 190, the sample taken is 123 respondents.

The sampling technique in this study was using proportionate stratified random sampling. In this study, data were obtained using a scale. This scale contains a list of a number of statements addressed to the research subject, used to reveal a condition of the subject to be studied.

In this study, the author will use quantitative research methods. This quantitative method is a type of research using numbers. According to Sugiono (2010: 228), said that to test hypotheses and analyze research data that is relationship. then it can be analyzed by using the product moment correlation of this technique to test the hypothesis.

The hypothesis is a temporary truth that still needs to be tested. Thus, the hypothesis serves as a possibility to test the truth of a theory. A hypothesis is also called a statement that is temporarily accepted as a truth. To prove the hypothesis formulated by the author, it will be proven by using a partial test and simultaneous test.

4. RESEARCH RESULTS
4.1. Linearity Test

Based on the linearity test, it can be seen whether the independent variable and the dependent variable can or cannot be analyzed by regression. The results of the analysis show that the independent variables X1 and X2 (forgiveness and religiosity) have a linear relationship with the dependent variable (happiness). As a criterion, PDeviation from Linearity > 0.05, it is stated to have a linear relationship degree. The relationship can be seen in the table

Table 4.8
Summary of Linearity Test Results

Correlation	F	p	Information
X1 – Y	0.808	0.157	Linear
X2 – Y	1.379	0.107	Linear

Information :
X1=Forgiveness
X2 = Religiosity
Y = Happiness
F = Coefficient of linearity
p = Significance

4.2. Product Moment Correlation

The correlation test was used to determine the correlation (relationship) between the independent variable (forgiveness and religiosity) and the dependent variable (happiness).

Table 1
Product Moment Correlation Analysis Results

Correlations

		Forgiveness	Religiosity	Happiness
Forgiveness	Pearson Correlation	1	.173	.654
	Sig. (2-tailed)		.055	.003

	N	123	123	123	
Religiosity	Pearson Correlation	.173	1	.568	
	Sig. (2-tailed)	.055		.001	
	N	123	123	123	
Happiness	Pearson Correlation	.654	.568	1	
	Sig. (2-tailed)	.003	.001		
	N	123	123	123	

Based on the table above, it can be seen that the Pearson product moment forgiveness correlation coefficient is 0.654. This means that the magnitude of the relationship or correlation between forgiveness and happiness is 0.654, which is in a strong relationship located at the interval 0.60 – 0.799 and is close to 1. The Pearson product moment correlation has a distance between -1 to +1. If the coefficient is -1, then the two variables studied have a negative perfect linear relationship. If the correlation coefficient is +1, then the two variables studied have a perfectly positive linear relationship. If the coefficient shows the number 0 then there is no relationship between the two variables studied.

Table 2
Partial Test Calculation Summary (T)

Variable	Coefficient (Rxy)	P	coef. Det. (R2)	BE%	Note :
X1 – Y	0.654	0.003	0.620	65.4.0%	Sig
X2 – Y	0.568	0.001	0.460	56.8%	Sig

Information:
X1   =Forgiveness
X2   =Religiosity
Y   =Happiness
Rxy   =Coefficient of relationship between X1, X2 with Y
R2   =The coefficient of determinant X1, X2 to Y
p   =Significance
BE%   =The weight of the effective contribution of X1, X2 against Y in percent

5. DISCUSSION
From the results of hypothesis testing, it is stated that the alternative hypothesis (Ha) is accepted. This shows that forgiveness and religiosity simultaneously (together) have a significant effect on happiness in class XI students at SMAN 1 Bangun Purba. The magnitude of the relationship between forgiveness and voter religiosity towards happiness in class XI students at SMAN 1 Bangun Purba can be seen from the coefficient of determination (R square) which is 0.682 or equal to 68.2%. This figure means that forgiveness and religiosity have a relationship of 68.2% to happiness in class XI students at SMAN 1 Bangun Purba. While the remaining 31.8% is related to other factors that were not included in the study.

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The results of this study are in line with previous research conducted by Amrillah and Widodo (2015) on students at the Diponegoro University campus, a high level of forgiveness makes individuals have a high level of happiness as well. The results of their study showed that religiosity has a positive correlation with forgiveness in students. Being a human being who easily forgives others is a noble trait. People who are easy to forgive are known to have the opportunity to become mentally and physically healthy humans and the emergence of good conditions in themselves and have low anger in their lives so that they become calm individuals (Hasan, 2013).

Results This study is also in line with the research of Seligman (2002) which states that religious individuals feel happier and more satisfied with their lives compared to non-religious individuals. It is also in line with the results of Diponegoro's research (2004), that the value of Islamic teachings plays a role in life satisfaction and affect (subjective well-being) of Muslim adolescents. In line with the results of research by Rostiana & Nisfiannoor (2004), there is a positive relationship between religious commitment and subjective well-being in late adolescence.

Authentic happiness is felt by individuals who have faith (belief) that is strong against the truth of the teachings of his religion, especially the teachings that are fundamental and dogmatic. According to Jauziyah (Hasyim, 1983) belief and determination will make the heart feel at ease. According to Seligman (2002), beliefs make individuals optimistic about the future and feel happy. The belief that has been embodied in life will make the individual truly firm in his stance, not easily shaken by various temptations, both in the form of wealth, children, position, and all forms of worldly pleasures. Faith that is firm and strong, and reflects in the attitude of everyday life, that will make happiness in life.

6.CONCLUSION

1. The forgiveness variable (X1) and the happiness variable (Y) have a positive and significant relationshipnamely $p = 0.003 < 0.050$, this means that the higher the forgiveness variable, the higher the happiness variable and vice versa. From the research findings, the relationship between the forgiveness variable and the happiness variable is in the strong category. The contribution of forgiveness (X1) to happiness is 65.4%.
2. The religiosity variable (X2) and the happiness variable (Y) have a positive and significant relationship, namely $p = 0.001 < 0.050$, this means that the higher the forgiveness variable, the higher the happiness variable and vice versa. From the research findings, the relationship between the religiosity variable and the happiness variable is in the medium category. The contribution of religiosity (X2) to happiness (Y) is 56.8%.
3. The forgiveness variable and the religiosity variable together have a positive and significant relationship with the happiness variable. This is evidenced by the results of the F test, which is a significant value of 0.01. In accordance with the provisions of the significant value less than 0.05, namely $0.01 < 0.05$, it is stated that the forgiveness variable (X1) and the religiosity variable (X2) are jointly related to the happiness variable (Y).The magnitude of the relationship value is indicated by the coefficient of determination (R square) which is 0.682 or equal to 68.2%. This figure means that the forgiveness variable (X1) and the religiosity variable (X2) simultaneously (together) are related to the happiness variable (Y) of 68.2%. While the remaining 31.8% is related to other variables outside this regression equation or variables that are not examined.

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