Happiness: Exploring Relationship with Empathic Sense, Altruistic Behaviour, Social Responsibility, and Interpersonal Relationship

Donatus Wea[1]*, Fransiskus Janu Hamu[2] (iD)

[1] Sekolah Tinggi Katolik St. Yakobus Merauke, Merauke, Indonesia
[2] Universitas 17 Agustus 1945 Semarang, Semarang, Indonesia

ABSTRAK

Kepribadian yang tidak sehat membuat siswa rentan mengalami depresi karena kurangnya kebahagiaan. Tujuan dari penelitian ini adalah menganalisis hubungan antara perilaku altruistik, empati, dan tanggung jawab sosial serta hubungan interpersonal dengan kebahagiaan. Jenis penelitian yang digunakan adalah survey, cross sectional dan studi korelasional. Sebanyak 149 siswa dipilih melalui random-stratified sampling dari siswa SMA. Siswa mengisi instrumen penelitian melalui google form. Data yang diperoleh dianalisis menggunakan analisis multivariat dengan perangkat lunak Smart-PLS. Hasil penelitian menunjukkan bahwa terdapat hubungan yang signifikan antara perilaku altruistik, empati, tanggung jawab sosial dan hubungan interpersonal terhadap kebahagiaan. Individu yang bahagia menunjukkan perilaku yang lebih kooperatif dan lebih puas sebagai siswa. Dengan demikian, kebahagiaan sebagai salah satu perasaan positif yang paling mendasar dan memiliki peran penting dalam menjelaskan kepuasan hidup secara keseluruhan dan derajat kualitas hidup yang menyenangkan bagi setiap individu dan afek positif lebih mendominasi daripada afek negatif. Keterampilan pergeseran ini harus dimiliki oleh mahasiswa sebagai calon intelektual muda yang di masa depan menjadi agen kontrol sosial dan agen perubahan sosial.

ABSTRACT

An unhealthy personality makes students vulnerable to depression due to a lack of happiness. This research aims to analyze the relationship between altruistic behavior, empathy, social responsibility, interpersonal relationships, and happiness. The types of research used are surveys, cross-sectional, and correlational studies. A total of 149 students were selected through random-stratified sampling from high school students. Students fill out research instruments via Google Forms. The data obtained were analyzed using multivariate analysis with Smart-PLS software. The research results show a significant relationship between altruistic behavior, empathy, social responsibility, and interpersonal relationships on happiness. Happy individuals demonstrate more cooperative behavior and are more satisfied as students. Thus, happiness is one of the essential positive feelings and is vital in explaining overall life satisfaction and the degree of enjoyable quality of life for each individual. Positive affect dominates more than negative affect. Students must have these shifting skills as prospective young intellectuals who, in the future, will become agents of social control and agents of social change.

1. INTRODUCTION

Being happy is already something that is important to the majority of people, and it has been found that happiness has become a very worthy goal. There are many ways people do to achieve happiness. Not only with the aim of making himself happy, but almost everyone also tries hard to create happiness for others around him. Happiness is social life, religion or religiosity (Kinasih, 2016; Tri Na'imah, Nur 'Aini, 2017). Religious people are happier and more satisfied with life than non-religious people, and religion is one of the important factors that play a role in determining happiness (Adler et al., 2022; Stavrova et al., 2013). In Indonesia the happiness index for 2017-2021 is measured using 3 (three) dimensions, namely life satisfaction, feelings, and meaning in life. North Maluku has the highest index, while Banten, Bengkulu and Papua have the lowest (BPS, 2021), Papua ranks third lowest. One of the traditional theories of happiness,

Corresponding author
*E-mail addresses: romodonwea@stkyakobus.ac.id (Donatus Wea)

it is said that fulfilling a list of life goals, such as material needs, freedom, health, education, knowledge, and friendship can result in happiness (Inley et al., 2003; Zhou et al., 2023). Happiness is a pleasure that is achieved by everyone according to their own will (Maftei et al., 2020; Seligman & Seligman, 2018). Happiness arises from fulfillment or wishing, and is the cause or means of enjoying. Through fulfilling these needs, individuals will get satisfaction as a sign of happiness, and it is also explained that happiness is overall life satisfaction and a pleasant degree of quality of life for each individual and positive effects dominate more than negative effects.

There are many ways you can do to feel happy, and these ways sometimes have a temporary effect of happiness and can have a negative impact, such as the happiness that comes from drug users and free sex offenders. (Tejada-Gallardo et al., 2023; Tomé et al., 2012). In this case, there have been many victims of teenagers who are involved in drug abuse, free sex, which results in unhappiness or suffering (Glucklich et al., 2023; Kristanti & Atanus, 2020). In early adulthood this is a period that has various problems, which are caused by new changes that must be faced by early adulthood. Developmental tasks must be completed by students in early adulthood (Diananda, 2021; Kurnia et al., 2015; Seligman & Seligman, 2018). Students in the early adult stage are considered capable of making decisions in their lives. This is in accordance with their increasingly mature personal and social development. Students who are able to make decisions must be able to carry them out properly because the decisions taken are considered according to their abilities and expectations. In fact, not all of them can carry out decisions well, or even lead to failure because these decisions can lead to unhappiness, while students who are less happy tend to have unhealthy personalities and physical health is also disturbed (Seligman & Seligman, 2018).

An unhealthy personality makes students vulnerable to depression due to a lack of happiness, so that students often become depressed because their social life is disrupted, so that students become unable to empathize with themselves or others (Tran & Rimes, 2017; Zorza et al., 2015). In addition, it also results in disruption of the achievement of developmental tasks in early adulthood and in the future (Davila et al., 2014; Petek Šter & Selič, 2015). Conversely, if in behaving, the individual does not think much about things that trouble his heart and mind, especially regarding other people's comments about him because he sincerely does something with the intention only for the Creator, from this, the individual will be happier in living his life. Social responsibility is a value that stimulates individual moral behavior in dealing with other people which is embodied in the principles of caring and fairness that allows individuals to achieve a balance between empathy with others and care for justice. (Khan et al., 2018; Petek Šter & Selič, 2015; Severino-González et al., 2020). This is what studies show about the need to pay attention to student social responsibility and development because of the impact on their professional future (Velea & Farca, 2013; Wang & Juslin, 2011).

Research result shows that there is a significant positive relationship between social responsibility and happiness (Ali & Bozorgi, 2016). The experience of empathy, results in the development of social responsibility and placing importance on other individuals based on understanding and perception of situations and positive feelings, on the other hand, social responsibility is one of the main principles of altruism, that is, individuals must consider themselves responsible and not indifferent to others (Ali & Bozorgi, 2016; Lantos, 2002; Severino-González et al., 2020). Empathy is important in the interaction of students, because it has many advantages and some of them are: increased communication, increased satisfaction, greater compliance (Elshahawy, 2019; Roling et al., 2020). The core components of empathy can be taught and enhanced throughout the educational process (Grosseman et al., 2014; Lyu et al., 2021; Pitaloka et al., 2021). Many research results conclude that there is a relationship between empathy factors among students, such as empathy related to emotional intelligence, communication skills, and optimism. (Hojat et al., 2013).

The purpose of this study is to verify student happiness which is associated with 4 (four) aspects, namely: First, this study includes an evaluation of student participation in social responsibility activities. Second, the analysis is carried out on students' perceptions of students' sense of empathy practices towards others, Third, an analysis of good intentions is carried out with the concept of altruistic behavior, and Fourth is related to interpersonal relationships. The locus of research was carried out at St. Catholic High School students. Yakobus Merauke. This High School is a Catholic Religious Education institution that educates prospective Catholic Religion teachers in the South Papua region. Catholic religious teachers are seen and recognized as individuals who excel in spiritual life because of their relationship with God. These students are seen as spiritual teachers to guide and accompany students to meet God.

In order for the noble task of accompanying students to meet God to be realized, the love that is manifested in the willingness to sacrifice must be owned and lived by every student as a candidate for a Catholic religious teacher (cf. John 15 13 "There is no greater love than the love of someone who gives his life for his friends"). This foundation has been firmly instilled in students during their formation period at the STK St. Yakobus teacher candidate educational institution. Students who are prospective teachers must

be aware that they are called and sent to serve; and devotion always demands sacrifice. Sacrifices made for the sake of certain ideals will bear spiritual joy. And sacrifice driven by love will give birth to true happiness (Emanuel, 2018).

2. METHOD

The types of research used are surveys, cross sectional and correlational studies. This study tested 5 (five) hypotheses to answer the research questions posed, with a probabilistic sampling technique. The probability sampling method is used to obtain information and data from respondents by taking student subjects at St. Catholic High School Yakobus Merauke. The number of students recorded was 210 students. The research sample size was determined as many as 149 students as respondents. Questionnaires were distributed to students through social media (Whatsapp) as many as 160 students, but only 149 students filled out and were declared valid and reliable. Hypothesis testing using Smart Partial Least Square (PLS) through PLS software 3.0. The Partial Least Square (PLS) approach aims to obtain latent variable values for the purpose of predicting the effect of the independent variables on the dependent variable that connects the analyzed variables. The measurement of the happiness variable is taken from Dinier et al., (1999) which has 4 indicators; The measurement of social responsibility is measured from (Marnot, 2006) which is measured by 4 indicators; The measurement of empathic sense is measured from (Elshahawy, 2019), which has 2 dimensions and each has 4 indicators; The altruistic behavior variable is measured from (Coulmas, 2013) as measured by 4 indicators, and Interpersonal relationship is measured from (Lubis et al., 2019) with 4 indicators.

3. RESULT AND DISCUSSION

Result

Respondents who participated in this study were St. Catholic High School students Yakobus Merauke. Most of their data is in semester VII (20.13%), the majority of them are female students (98 students (65.77%) and the rest are male students as many as 51 students (34.22%) with an age range of 19 to 25 years. The origin of the region is mostly in urban areas 53.69% and 46.30% inland. The initial step in testing the structural equation model with Smart-PLS is to test the validity and reliability of the data, as shown in Figure 2, and Table 1.
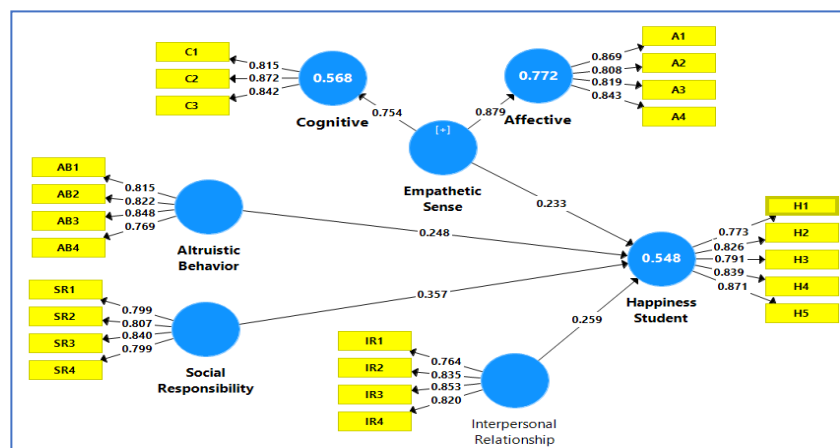

Figure 1. Outer Model

Table 1. Reliability and Validity Test Results

Variable	Indicator	Simbol	Loading Factor	Cronbach's Alpha	Reliability	AVE
A. Empathetic Sense						
Afective	a. The ability to feel other people's feelings	A1	0.785	0.855	0.902	0.697
	b. The ability to adapt to the feelings or conditions of others	A2	0.768			

Variable	Indicator	Simbol	Loading Factor	Cronbach's Alpha	Reliability	AVE
	c. The ability to communicate feelings verbally	A3	0.704			
	d. The ability to communicate feelings non-verbally	A4	0.769			
	e. The ability to understand what other people are experiencing.	C1	0.745			
Cognitive	f. The ability to think about things that are experienced from the point of view of others.	C2	0.761	0.798	0.881	0.712
	g. The ability to provide solutions to the problems of friends/ others	C3	0.787			
	a. Responsible for all actions	SR1	0.799			
B. Social Responsibility	b. Responsible to society	SR2	0.807	0.827	0.885	0.658
	c. Responsible to God	SR3	0.840			
	d. Responsible to job		0.799			
	a. Sacrifice	AB1	0.815			
C. Altruistic Behaviour	b. Good action	AB2	0.822	0.830	0.887	0.662
	c. Helping others	AB3	0.848			
	d. Selfless	AB4	0.769			
	a. Openness	IR1	0.764			
D. Interpersonal Relationship	b. Supportiveness	IR2	0.835	0.839	0.890	0.670
	c. Positiveness	IR3	0.853			
	d. Equality	IR4	0.820			
	a. Friends help each other	H1	0.773			
	b. Get good grades	H2	0.826			
E. Happiness	c. Given the freedom to find the best	H3	0.791	0.878	0.912	0.674
	d. Meet the needs for school	H4	0.839			
	e. perform worship regularly	H5	0.871			

Source: Results of Data Processing with SmartPLS 3.2.9 (2022)

Based on the results of processing the current ratio values in Table 1 above, it is known that the Composite Reability (CR) value for each variable is in accordance with the criteria, namely > 0.7, the AVE value > 0.5 and the loading factor is above 0.7. Therefore, all variables can be declared to have high reliability and the analysis process can be continued. Discriminant validity testing stage. This test is another method to test the validity of the reflexive measurement indicator based on cross loading with Fornell-Larcker. Fornell-Larcker Test Results showed in Table 2.

Table 2. Fornell-Larcker Test Results

Variabel	Affective	Altruistic Behavior	Cognitive	Empathetic Sense	Happiness Student	Interpersonal Relationship	Social Responsibility
Affective	0.835						
Altruistic Behavior	0.179	0.814					
Cognitive	0.349	0.216	0.844				
Empathetic Sense	0.879	0.235	0.754	0.692			
Happiness Student	0.365	0.448	0.406	0.463	0.821		
Interpersonal Relationship	0.133	0.147	0.149	0.169	0.449	0.819	
Social Responsibility	0.300	0.301	0.290	0.358	0.598	0.321	0.811

Source: Results of Data Processing with SmartPLS 3.2.9 (2022)

Based on testing using the Fornell-Larcker method, it can be seen in Table 2 that the relationship between each item and its own variable shows a higher number than the correlation value with other variables. Thus, all items can be used for further analysis.

The evaluation that must be carried out at the structural model stage is testing the coefficient determination (R-Square) and testing the hypothesis. To find out whether formative indicators experience multicollinearity by knowing the VIF value. VIF values between 5-10 can be said that the indicator does not have multicollinearity. The value of the coefficient of determination (R2) ranges from 0 to 1 ($0 \leq R2 \leq 1$). In this case, the coefficient value is categorized as better if the R-square value is close to 1 (Ghozali, 2006). Based on data processing, the R-Square value showed in Table 3.

Table 3. R^2 Test Results

Variable	R Square	R Square Adjusted
Affective	0.772	0.770
Cognitive	0.568	0.566
Happiness Student	0.548	0.536

Source: Results of Data Processing with SmartPLS 3.2.9 (2022)

Testing the coefficient of determination aims to see how much the Empathic Sense, Altruistic Behavior, Social Responsibility, Interpersonal Relationship variables contribute to happiness, which is 54.8%. f square or effect size is another name for the effect of changing R square, the f square value can be obtained from the formulation (original R^2 – R^2) which has been removed)/(1- original R^2). The equation of the f square value explains how much the proportion of unexplained variance is accounted for by changes in R^2. Following the values from Cohen (1988) 0.02 represents "weak", 0.15 represents "medium/medium", and 0.35 represents "strong" (Garson, 2016).

Hypothesis testing in this research uses path coefficient values, t-statistics, and p-values. Hypothesis testing was carried out on 100 respondents with the help of Smart PLS (Partial Least Square) software which can be seen from the bootstrapping results. The rule of thumb used in this research is t-statistic > 1.96 or p-value < 0.05 (5%) which can conclude that there is a significant influence between the independent variable and the dependent variable. Size and Significance of Path Determination showed in Table 4. Structur Modle showed in Figure 3.

Table 4. Size and Significance of Path Determination

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Altruistic Behavior →Happiness Student	0.248	0.251	0.085	2.912	0.004
Empathetic Sense → Happiness Student	0.233	0.238	0.076	3.059	0.002

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Interpersonal Relationship →Happiness Student	0.259	0.262	0.081	3.188	0.002
Social Responsibility →Happiness Student	0.357	0.351	0.109	3.276	0.001

Source: Results of Data Processing with SmartPLS 3.2.9 (2022)
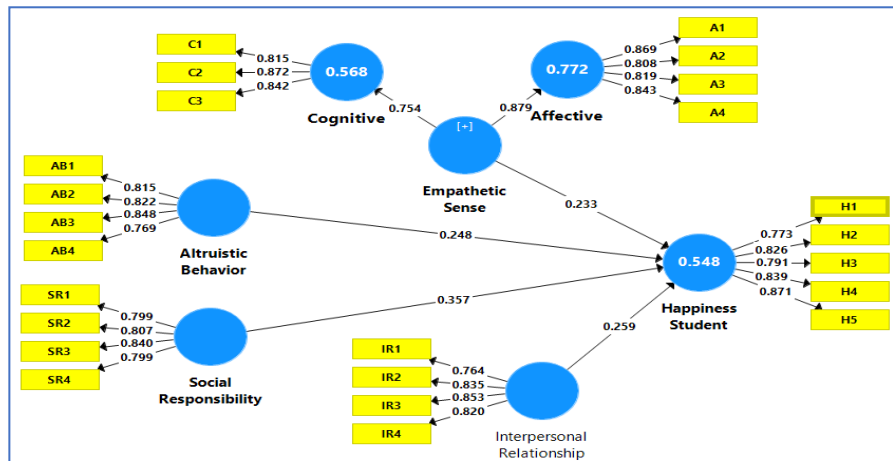

Figure 3. Structur Modle

Hypothesis 1, based on the results of testing the first hypothesis in Table 4, it is known that the path coefficient value of the altruistic behavior variable for happiness is + 0.248 with a p-value of 0.004. Because the p-value is < 0.05, it can be concluded that altruistic behavior has an influence on happiness. In this case, the higher the coefficient value on the altruistic behavior variable indicates the higher the student's happiness. The second hypothesis, based on the results of testing the first hypothesis in Table 4, it is known that the path coefficient value of the empathetic sense variable for happiness is + 0.233 with a p-value of 0.002, because the p-value is < 0.05, it can be concluded that empathetic sense has an influence on happiness. In this case, the higher the coefficient value on the empathetic sense variable, the higher the student's happiness. The 3rd hypothesis, based on the test results it is known that the path coefficient value of the Interpersonal Relationship variable on happiness is + 0.259 with a p-value of 0.002, because the p-value is < 0.05, it can be concluded that interpersonal relationships have an influence on happiness. In this case, the higher the coefficient value on the interpersonal relationship variable, the higher the happiness of the students. The fourth hypothesis, based on the results of testing the first hypothesis in Table 4, it is known that the path coefficient value of the social responsibility variable on happiness is + 0.357 with a p-value of 0.001. because the p-value < 0.05, it can be concluded that social responsibility has an influence on happiness. In this case, the higher the coefficient value on the social responsibility variable indicates the higher student happiness.

Discussion

This study examines the influence of empathy sense, altruistic behavior, responsibility and interpersonal relationships of students with student happiness. Therefore, all 4 research hypotheses were confirmed. This finding is in line with research explains that concern for consumer satisfaction makes marketers happy (Coulmas, 2013; Murphy et al., 2011). This study concluded that performing altruistic acts towards strangers, familiars has a positive correlation or significant impact on overall happiness and affection, the relationship with altruistic behavior says that these behaviors are significant with happiness (Kara L. Baka, 2019). Further findings also concluded significant interpersonal relationship with happiness (Gohil, 2017).

The conclusion from these findings is that happy people perceive assistance as something beneficial and want to maintain a positive mood, because a good mood causes people to like one another more . Happy people want to share their happiness with others, reflected in a positive mood reminding people of the internal aspect of helping and as a result, helping others makes us happier (Maftei et al., 2020; Stavrova et al., 2013). For many people, altruism becomes part of the mental reward system, and on the other hand, happiness is a driving force to motivate, take action, accept responsibility and strive for success.

Being responsible and diligent leads to success and progress in various areas of life and can create feelings of happiness (Fossum et al., 2019; Jandhyala & Oliveira, 2020). Whereas social responsibility promotes students' ability to comply with a set of teaching principles and values and extends to society. This shows that students have a moral obligation to provide major social transformation through social activities. Likewise the statement that basically humans are social beings who always need other individuals in carrying out their daily lives, and as social beings every individual will interact with other individuals to fulfill various needs in his life. Good interaction between individuals in social life can be demonstrated by developing a prosocial culture as well as in student life on campus (Satar & Akcan, 2018; Severino-González et al., 2020).

Happiness generates more activity, facilitates individual social relationships, and lays the foundations for altruism and empathy, social responsibility, and interpersonal relationships (Ali & Bozorgi, 2016; Bhakti et al., 2019). Happy people have higher levels of cooperative spirit and are more satisfied with those with whom they live (Coulmas, 2013)(Maftei et al., 2020)(Adler et al., 2022). Happiness as one of the most basic positive feelings has an important role in creating empathy and altruism in individuals and society. Happiness has always been associated with contentment, optimism, hope, and trust; Therefore, it has an accelerating role in the process of community development (Adler et al., 2022). So it can be concluded that happiness is something that can describe a person's pleasant quality of life, and is a very important thing in life regardless of one's age limit, and has the meaning of feeling happy, happy, or satisfied even though this feeling can disappear later. , and happiness in the sense of living a rich, fulfilling and meaningful life is not a temporary feeling because it arises when a person lives his life well. Short-term happiness refers to feelings of joy and contentment, where people can get this feeling quickly and at the same time lose it easily, so it is momentary in nature. The joy of getting a gift, the pleasure of meeting an old friend, the pleasure of being able to finish work on time, are examples of feelings of joy that are momentary in nature and can quickly fade. Long term happiness is more meaningful. There are events in the process of life's journey that give rise to a sense of satisfaction in his life. There is fulfillment of their wants and needs, so that the person feels satisfaction with the good journey of his life. This feeling of satisfaction will have more potential to bring lasting happiness.

In Christian teaching, happiness is a state full of joy and peace that a person experiences after doing freely and based on blazing love what God wants, as stated in His word (Matt. 5: 1-12 about the beatitudes of Jesus) . Through His teaching on the eight beatitudes, Jesus concluded that a happy life is a life based on God's word and achieving many things for the betterment of his own life and the lives of others, because of the abundance of God's grace. This is in line with what Jesus himself said "Seek first the kingdom of God and its righteousness, then these things will be added to you" (Matt. 6:33). From this biblical description it can be concluded that theologically happiness is when a person can relate in a balanced way with God (as the creator), with others and with the surrounding environment, in an atmosphere of harmony, full of joy and peace, which is manifested in complete love both vertical or horizontal. All for the sake of achieving the perfection of life which is the ultimate goal of every Christian's pilgrimage, as emphasized by Jesus himself (cf. Matt. 5: 48 "be perfect as your Father who is in heaven is perfect").

4. CONCLUSION

Students are a group in society who obtain their status due to ties with universities. Students are also candidates for intellectuals or young intellectuals in a layer of society who are often qualified with various predicates. The phenomenon of the high cost of education requires students to complete their studies on time. So that all energy is mobilized to get a bachelor's degree or diploma as soon as possible. It's no doubt that the study-oriented trend is endemic among college students. The world of work that will be involved cannot be forded with just those two capitals. There are elements that must be considered, namely the ability of soft skills. This ability is related to the ability to cooperate with other people, the ability to empathize and care for others so that they are willing to provide selfless assistance. Therefore, students must maintain their idealism as agents of social control and agents of social change. However, if students do not have prosocial behavior it will lead to indifference to their social environment, and individuals show a materialistic attitude, are indifferent to the surrounding environment and tend to ignore embedded norms.

5. ACKNOWLEDGE

chairman of the St. James Catholic High School Merauke who gave space for researchers to obtain data from students; and thanks also to the students who have sincerely contributed in providing information related to the research focus.

6. REFERENCES

Adler, M. D., Dolan, P., Henwood, A., & Kavetsos, G. (2022). "Better the devil you know": Are stated preferences over health and happiness determined by how healthy and happy people are? *Social Science & Medicine*, *303*. https://doi.org/10.1016/j.socscimed.2022.115015.

Ali, R. M., & Bozorgi, Z. D. (2016). The Relationship of Altruistic Behavior, Empathetic Sense, and Social Responsibility with Happiness among University Students. *Practice in Clinical Psychology Journal*, *4*(1), 51–56..

Bhakti, C. P., Ghiffari, M. A. N., & Salsabil, K. (2019). Joyful learning: Alternative learning models to improving student's happiness. *Jurnal VARIDIKA*, *30*(2). https://doi.org/10.23917/varidika.v30i2.7572.

BPS. (2021). Catalog : 1101001. *Statistik Indonesia 2020*, *1101001*, 790.

Coulmas, F. (2013). Scientific social responsibility and happiness. *German Institute for Japanese Studies (DIJ)*.

Davila, E. P., Kolodziejczyk, J. K., Norman, G. J., Calfas, K., Huang, J. S., Rock, C. L., Griswold, W., Fowler, J. H., Marshall, S. J., Gupta, A., & Patrick, K. (2014). Relationships between depression, gender, and unhealthy weight loss practices among overweight or obese college students. *Eating Behaviors*, *15*(2). https://doi.org/10.1016/j.eatbeh.2014.03.010.

Diananda, A. (2021). Psikologi Bermain Anak Usia Dini dalam Menstimulasi Perkembangan Otak. *JECIES: Journal of Early Childhood Islamic Education Study*, *2*(2), 68–83. https://doi.org/10.33853/jecies.v2i2.200.

Elshahawy, A. (2019). *Empathy as a Moderator Variable in the Relationship between Altruistic behavior and a Social responsibility among Faculty of Nursing female students*. *1*(2).

Emanuel, D. S. F. (2018). *Guru Katolik Antara Tugas dan Panggilan pada era digital*. Kanisius.

Fossum, S. M., Barkved, B., & Throne-Holst, H. (2019). Practicing Responsible Research and Innovation in a crowdsourcing project. *ORBIT Journal*, *2*(1). https://doi.org/10.29297/orbit.v2i1.82.

Glucklich, T., Attrash-Najjar, A., Massarweh, N., & Katz, C. (2023). What do adults who experienced child sexual abuse want to convey about therapy? *Child Abuse & Neglect*, *146*. https://doi.org/10.1016/j.chiabu.2023.106435.

Gohil, V. B. (2017). *Study of Happiness and Interpersonal Relationships Among Boys and Girls*. *4*(3), 0–4.

Grosseman, S., Hojat, M., Duke, P. M., Mennin, S., Rosenzweig, S., & Novack, D. (2014). Empathy, Self-Reflection, and Curriculum Choice. *Interdisciplinary Journal of Problem-Based Learning*, *8*(2). https://doi.org/10.7771/1541-5015.1429.

Hojat, M., Louis, D. Z., Maio, V., & Gonnella, J. S. (2013). Editorial: Empathy and Health Care Quality. *American Journal of Medical Quality*, *28*(1), 6–7. https://doi.org/10.1177/1062860612464731.

Inley, P. A. L. E. X. L., Oseph, S. T. J., & Oniwell, I. L. B. (2003). *Positive psychology*. *16*(3), 126–143.

Jandhyala, S., & Oliveira, F. S. (2020). The role of international anti-corruption regulations in promoting socially responsible practices. *Journal of Economic Behavior & Organization*, *190*. https://doi.org/10.1016/j.jebo.2021.07.017.

Kara L. Baka. (2019). The Impact of Altruism On Overall Happiness and Compassion. *DeSales University*, *July*. https://doi.org/10.13140/RG.2.2.26436.58246.

Khan, H. ur R., Ali, M., Olya, H. G. T., Zulqarnain, M., & Khan, Z. R. (2018). Transformational leadership, corporate social responsibility, organizational innovation, and organizational performance: Symmetrical and asymmetrical analytical approaches. *Corporate Social Responsibility and Environmental Management*, *25*(6), 1270–1283. https://doi.org/10.1002/csr.1637.

Kinasih, A. S. (2016). Pengaruh Latihan Yoga Terhadap Peningkatan Kualitas Hidup. *Buletin Psikologi*, *18*(1), 1–12. https://doi.org/10.22146/bpsi.11531.

Kristanti, E., & Atanus, F. (2020). Premarital sex behavior of teenager in Timor Tengah Utara Regency, East Nusa Tenggara Province, Indonesia. *Enfermería Clínica*, *30*(6). https://doi.org/10.1016/j.enfcli.2020.06.007.

Kurnia, D., Taufiq, M., & Silawati, E. (2015). Analisis Capaian Perkembangan Bahasa Anak Usia Dini Dalam Kegiatan Pembelajaran Dengan Metode Learning Based Resources. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, *6*(2). https://doi.org/10.17509/cd.v6i2.10520.

Lantos, G. P. (2002). The ethicality of altruistic corporate social responsibility. *Journal of Consumer Marketing*, *19*(3), 205–232. https://doi.org/10.1108/07363760210426049.

Lubis, K., Daharnis, D., & Syukur, Y. (2019). Interpersonal Relationships of students in Junior High School.

International Journal of Research in Counseling and Education, *3*(2), 103. https://doi.org/10.24036/00112za0002.

Lyu, Y., Wang, X., Zhang, B., Wang, Y., Jiang, M., Zhang, Q., Zhang, Y., & Liu, W. (2021). Teaching Practice in the "Empathy Design Thinking" Course for Elementary School Students Grounded in Project-Based Learning. *Lecture Notes in Computer Science (including subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)*, *12779 LNCS*(July 2021), 544–555. https://doi.org/10.1007/978-3-030-78221-4_37.

Maftei, A., Holman, A.-C., & Cârlig, E.-R. (2020). Does your child think you're happy? Exploring the associations between children's happiness and parenting styles. *Children and Youth Services Review*, *115*. https://doi.org/10.1016/j.childyouth.2020.105074.

Murphy, L., Moscardo, G., Benckendorff, P., & Pearce, P. (2011). Evaluating tourist satisfaction with the retail experience in a typical tourist shopping village. *Journal of Retailing and Consumer Services*, *18*(4). https://doi.org/10.1016/j.jretconser.2011.02.004.

Petek Šter, M., & Selič, P. (2015). Assessing Empathic Attitudes in Medical Students: The Re-Validation of the Jefferson Scale of Empathystudent Version Report. *Zdravstveno Varstvo*, *54*(4), 282–292. https://doi.org/10.1515/sjph-2015-0037.

Pitaloka, D. L., Dimyati, D., & Edi, P. (2021). Peran Guru dalam Menanamkan Nilai Toleransi pada Anak Usia Dini di Indonesia. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *5*(2), 1696–1705. https://doi.org/10.31004/obsesi.v5i2.972.

Roling, G., Lutz, G., Edelhäuser, F., Hofmann, M., Valk-Draad, M. P., Wack, C., Haramati, A., Tauschel, D., & Scheffer, C. (2020). Empathy, well-being and stressful experiences in the clinical learning environment. *Patient Education and Counseling*, *2019*. https://doi.org/10.1016/j.pec.2020.04.025.

Satar, H. M., & Akcan, S. (2018). Pre-service EFL teachers' online participation, interaction, and social presence. *Language Learning and Technology*, *22*(1), 157–184.

Seligman, M. E. P., & Seligman, M. E. P. (2018). Psychology Positive Psychology: A Personal History. *Annual Review of Clinical*. https://doi.org/10.1146/annurev-clinpsy-050718-095653.

Severino-González, P., Romero-Argueta, J., Villalobos Antúnez, J. V., & Garrido-Véliz, V. (2020). Social responsibility of higher education students. Motivations for its development in times of COVID-19 in Chile and el salvador. *Utopia y Praxis Latinoamericana*, *25*(Extra 7), 439–452. https://doi.org/10.5281/zenodo.4009788.

Stavrova, O., Fetchenhauer, D., & Schlösser, T. (2013). Why are religious people happy? The effect of the social norm of religiosity across countries. *Social Science Research*, *42*(1). https://doi.org/10.1016/j.ssresearch.2012.07.002.

Tejada-Gallardo, C., Blasco-Belled, A., & Alsinet, C. (2023). Does mental well-being predict being perceived as a happy peer? A longitudinal social network study. *Personality and Individual Differences*, *202*. https://doi.org/10.1016/j.paid.2022.111988.

Tomé, G., Matos, M., Simões, C., Diniz, J. A., & Camacho, I. (2012). How can peer group influence the behavior of adolescents: explanatory model. *Global journal of health science*, *4*(2), 26–35. https://doi.org/10.5539/gjhs.v4n2p26.

Tran, L., & Rimes, K. A. (2017). Unhealthy perfectionism, negative beliefs about emotions, emotional suppression, and depression in students: A mediational analysis. *Personality and Individual Differences*, *110*(1). https://doi.org/10.1016/j.paid.2017.01.042.

Tri Na'imah, Nur 'Aini, D. S. S. (2017). Orientasi Happiness Pada Orang Tua Yang Memiliki Anak Tunagrahita Ringan. *Jurnal Psikologi Universitas Diponegoro*, *Vol 16 No*(1), 32–39. https://doi.org/10.14710/jpu.16.1.32-39.

Velea, S., & Farca, S. (2013). Teacher's Responsibility in Moral and Affective Education of Children. *Procedia - Social and Behavioral Sciences*, *76*. https://doi.org/10.1016/j.sbspro.2013.04.221.

Wang, L., & Juslin, H. (2011). The effects of value on the perception of corporate social responsibility implementation: A study of Chinese youth. *Corporate Social Responsibility and ....* https://doi.org/10.1002/csr.250.

Zhou, Y., Huang, X., Shen, Y., & Tian, L. (2023). Does targeted poverty alleviation policy lead to happy life? Evidence from rural China. *China Economic Review*, *81*. https://doi.org/10.1016/j.chieco.2023.102037.

Zorza, J. P., Marino, J., & Mesas, A. A. (2015). The influence of effortful control and empathy on perception of school climate. *European Journal of Psychology of Education*, *30*(4), 457–472. https://doi.org/10.1007/s10212-015-0261-x.