EXTRAVERSION AND NEUROTICISM IN BIG FIVE PERSONALITY WITH HAPPINESS TO STUDENTS

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ABSTRACT

Happiness is the property and dream of everyone, including students. The purpose of this study was to examine the relationship between Extraversion and Neuroticism in the Big Five Personality and happiness in college students. This research is a quantitative research that uses a sampling technique in the form of accidental sampling and uses a data collection method in the form of a questionnaire. Data were collected using the Oxford Happiness Questionnaire and the Big Five Inventory. Based on the results of the analysis obtained from 370 respondents, the correlation coefficient between extraversion and happiness has $r = 0.593$ and the correlation coefficient between neuroticism and happiness has $r = -0.603$ with each significant value of 0.000 ($p < 0.01$). These results indicate that there is a positive relationship between extraversion and happiness and a very significant negative relationship between neuroticism and happiness in college students.

Keywords: Big Five Personality, Extraversion, Neuroticism, Student Happiness.

PRELIMINARY

Students are a group in society who gain status because they have ties to universities and are also intellectual candidates or young scholars in a layer that is often loaded with various predicates in society itself (Sarwono, 2006). The tasks and responsibilities faced by students are not easy. Every day students are busy with lectures and other campus activities. Fun time is limited because of the busy schedule. However, there are some simple things that make students a little entertained in the midst of busy activities, one of which is getting together with friends (Wurinanda, 2015 in news.okezone.com).

Gathering with friends is one of the activities that can make students feel happy. This shows that students need interaction with other people as a manifestation of their happiness needs, even though they are busy with lecture schedules and activities (Nadia, 2018 in news.okezone.com). Diener (2000) conducted research on how important happiness is to 7,204 college students in 42 countries. The results show that 64% of college students say that happiness is the most important thing in life. This is in line with the opinion of Aristotle (in Kusumaning, 2012) which relates to the statement above is "Happiness depends on ourselves". The same opinion was also stated by Seligman (2005) who said that happiness is obtained from the presence of positive emotions and positive activities. Positive emotions can be said as a means for individuals in social interaction (Fredrickson, 2001). Based on the description above, it shows that positive activities will produce positive emotions, where it is an indicator of happiness and where happiness depends on the individual himself.

Achor (2010) says that happiness is the experience of positive emotions, a sense of comfort or pleasure mingled with deep feelings of meaning and purpose (from the experience itself). Happiness also means a situation or life experience that produces a positive mood and will

be a positive outlook in the future. Aristotle (in Adler, 2003) states that happiness or happiness comes from the word "happy" which means feeling good, having fun or something that makes a pleasant experience. Happiness is a feeling that can be felt in the form of feeling happy, peaceful, and having peace (Rusydi, 2007).

Anchor (2010) which says that happiness has various advantages, namely increased intelligence, increased analytical ability, increased creativity, increased memory ability to store and retrieve, not easily depressed, tend to benevolence, have more love for fellow human beings or nature, easy to help other people, the quality of relationships with other people become better, have a healthier body, and live longer. Meanwhile, Carr (in Oriza, 2009) suggests that happiness has a positive impact in all aspects of life and will lead to a better life, for example providing opportunities to create better relationships, showing greater productivity, having a longer life, health better, higher creativity, problem solving skills, and make decisions about life plans better.

Carr (2004) said that one of the factors that influence happiness is personality, where in western culture individuals who have an extrovert personality type are happier than individuals with a neurotic type. Extroverted individuals have a good fit with the social environment so they are often involved in social interactions. Individuals who have an extroverted personality type have a positive mood in socializing. As for another opinion in the research of Bakhshipour, Panahiyan, Hasanzadeh, and Tamaddoni (2014) which suggests that personality is a key factor in predicting happiness because personality is basically an important factor in determining human behavior.

McCrae and Costa (in Pervin, Cervone and John, 2008) developed a theory that describes personality as a combination of five main dimensions known as the Big Five Factors which consist of neuroticism, extraversion, agreeableness, conscientiousness, and openness to experience. Research conducted by Kirkpatrick (2015) and Bakhshipour, Panahiyan, Hasanzadeh, and Tamaddoni (2014), Pishva, Ghalehban, Moradi, and Hoseini (2011), and Lutfiyah (2018) the results show that the big five personalities have a positive or negative correlation. , to one's happiness. Researchers assume that student happiness is also closely related to personality. However, this still needs to be investigated and makes researchers interested in proving that the two big five dimensions, namely extraversion and neuroticism which have opposite characteristics, have a correlation with happiness. So far, researchers have not found research on the relationship between extraversion and neuroticism in the big five personalities with happiness in college students.

The formulation of the problem in this study is whether there is a relationship between Extraversion and Neuroticism in the Big Five Personality with Happiness in students.

RESEARCH METHODS

This research is a quantitative research. The sampling technique used in this study is a non-probability sampling technique. There are several non-probability sampling, one of which is used in this study is purposive sampling, which is a sampling technique by selecting a sample among the population in accordance with what the researcher wants (objectives or problems in the study), so that the sample can represent the characteristics of the population. Previously known population (Nursalam, 2008). The sample in this study were university students and college students from public and private universities.

Collecting data in this study using a questionnaire. In the questionnaire there is an identity that must be filled in by the subject, namely name, gender, and type of college. In addition to the identity sheet, the questionnaire contains two types of scales, one of which has been translated into Indonesian, namely:

1. **Oxford Happiness Questionnaire (OHQ)**
   The OHQ scale was adapted based on the theory of Argyle and Hills (2002) to measure happiness. The scale consists of 29 items consisting of 17 favorable items and 12 unfavorable items.
2. **Big Five Inventory (BFI) Indonesian Version**
   The Big Five Inventory scale was adapted from Neila Ramdhani (2012) based on Costa and McCrae's theory to measure each of the big five personality dimensions, but the researchers only used the extraversion and neuroticism dimension items. Each of these scales amounted to 8 items of extraversion and neuroticism dimensions consisting of 5 favorable items and 3 unfavorable items.

The validity used in this study is content validity. According to Azwar (2013) content validity is the validity that is estimated through testing the feasibility or relevance of the test content through rational analysis by a competent panel or through expert judgment. The question that is sought for answers in this validation is the extent to which the items in the test are feasible to reveal the attributes measured according to their behavioral indicators and the extent to which the items in the test have covered the entire area (domain) of the content to be measured. The test of the relevance of the content of the test carried out by the researcher was consultation with the lecturer regarding the translation of items on the Oxford Happiness Questionnaire (OHQ) scale.

According to Suryabrata (2012), reliability is the consistency of the results of data recording (measurements) if the instrument is used by the same person or group of people at different times or if the instrument is used by different people or groups of people at the same time or at different times. . Because of the consistent results, the instrument is reliable or dependable. The reliability of a measuring instrument can be said to be good if it has a Cronbach Alpha value 0.7 (Azwar, 2008).

Item discrimination power is the extent to which an item is able to distinguish between individuals or groups of individuals who have and do not have the measured attribute (Azwar, 2012). As a criterion for selecting items based on item-total correlation, it is usually used as a limit of the total item correlation coefficient greater than or equal to 0.30. All items that achieve a correlation coefficient of at least 0.30 discriminatory power are considered satisfactory (Azwar, 2012).

The data obtained in this study will be analyzed statistically using Pearson's product moment correlation analysis, which is to examine the relationship or correlation between extraversion and neuroticism in the big five personality with happiness. Data analysis was carried out using the SPSS version 22 program for windows.

RESULTS AND DISCUSSION
A. Assumption Test Results
   1. **Normality Test**
      The normality test in this study used the Kolmogorov-Smirnov technique. Based on the normality test conducted on extraversion and neuroticism data in the big five

personalities, each of which has a significance of 0.007 and 0.014 (p > 0.05). This means that the data on the two dimensions of the big five personality in this study are not normally distributed. As for the happiness data, the significance result was 0.005 (p > 0.05). This shows that the happiness data in this study is not normally distributed.

2. **Linearity Test**

Linearity test was conducted to determine whether two variables have a linear relationship or not. The two variables are said to have a linear relationship if their significance value is (p < 0.05). The results of the linearity scale test in this study showed linear results with an F value of 36.517 with a significance value of 0.000 (p 0.05). Based on the results of the linearity test, it can be concluded that there is a significant linear relationship between the score data of the happiness variable and the two dimensions of the big five personality.

B. Hypothesis Test Results

In this study, the analysis used was Pearson's product moment statistical analysis with a simple (bivariate) correlation test technique using SPSS version 20 for Windows, namely by looking for the relationship between happiness and the two dimensions of the big five personality. Based on the results of the data analysis, the correlation coefficient between extraversion and happiness was r = 0.593** and neuroticism and happiness were r = -0.603** with a significance value of 0.000 (p < 0.01). These results indicate that there is a very significant positive relationship between extraversion in the big five personality and happiness and a very significant negative relationship between neuroticism in the big five personality and student happiness. Thus, the two hypotheses in this study were accepted because the significance value was below 0.05.

C. Item Discrimination Test Results and Reliability Test

1. **Happiness Scale**

In the item discrimination power test on the happiness scale, it was found that the 23 items used in this study were declared to meet the research criteria. The total item correlation score on these items ranges from 0.333 to 0.752. In this study, the reliability test was carried out using the Cronbach alpha technique. The results obtained in this study on the happiness scale consisting of 23 items obtained a reliability coefficient of 0.906 (p > 0.70). This shows that the happiness scale is reliable.

2. **Big Five Personality Scale**

In the item discrimination power test on the big five personality scale, the results showed that the 16 items used in this study were declared to meet the research criteria. The total item correlation score on these items ranges from 0.326 to 0.819. In this study, the reliability test was carried out using the Cronbach alpha technique. The results obtained in this study on the big five personality scale on the dimensions of extraversion and neuroticism consisting of 16 items obtained a reliability coefficient of 0.830 for extraversion and 0.857 for neuroticism (p > 0.70). This shows that the extraversion and neuroticism dimension items in the big five personality scale are reliable.

D. Discussion

This study aims to examine the relationship between extraversion and neuroticism in the big five personality with happiness in college students. This hypothesis test was conducted based on two dimensions of the big five personality, namely extraversion and neuroticism. The results of the first hypothesis test show that the correlation coefficient

between extraversion and happiness has r = 0.593 with a significant value of 0.000 (p < 0.01), meaning that the first hypothesis in this study is accepted, that is, there is a very significant relationship with a positive direction between extraversion and happiness. The higher the extravesion, the higher the student's happiness. Based on the results above, it shows that the respondents in this study are individuals who have personalities that tend to be cheerful, happy to talk, happy to gather, and fun, so they have better communication skills than personality and this can make them feel happier. The results of this study are in line with research conducted by Ford, Lappi, and Holden (2016) which suggests that extraversion is an important part of happiness and consistently correlates, because people who have extraversion personalities have better social skills than other personalities and have support greater social status, thus making them feel happier. The results showed that students who have high extraversion, such as tend to be cheerful, happy to talk, enjoy gathering, and fun will lead to high levels of happiness.

The results of the second hypothesis test show that the correlation coefficient between neuroticism and happiness has r = -0.603 with a significant value of 0.000 (p < 0.01), meaning that the second hypothesis in this study is accepted, namely there is a very significant relationship with a negative direction between neuroticism and happiness where the higher the neuroticism, the lower the student's happiness. Based on the results above, it shows that some of the respondents in this study are individuals who have personalities that tend to be full of anxiety, temperamental, self-pity, emotional, and prone to stress-related disorders, making it difficult to think positively when dealing with something that makes them feel bad less comfortable. The results of this study are in line with research conducted by Balogun (2014) which suggests that neuroticism can significantly predict happiness, it shows that higher scores on neuroticism report lower levels of happiness, because people with this type of neuroticism have a personality that is excessively worried, less self-confidence, more pessimism, and a negative perceived life. The results showed that students who have high neuroticism tend to be full of anxiety, temperamental, self-pity, emotional, and prone to stress-related disorders will lead to low levels of happiness.

Based on the two results of hypothesis testing, it can be seen that the highest correlation coefficient value is owned by neuroticim and happiness with a value of r = 0.603, while the lowest is owned by extraversion and happiness with a value of r = 0.241. This is because many students have very diverse types and levels of anxiety, for example grades and GPAs where students find it difficult to divide study time is a problem that is often experienced by students and causes students to have difficulty understanding the material given by the lecturer. Furthermore, the association among students where they find it difficult to sort out relationships that have positive and negative impacts. The other anxiety experienced by final year students is the thesis which is a demand to graduate on time. While the cause of the low correlation coefficient on extraversion and happiness is because students often feel shy, insecure, quiet and submative.

Based on the results of the empirical mean, happiness in students has a value of 95.77 which is included in the medium category. This is because the highest value of item discrimination power is 0.626 for item number 9 and the lowest is 0.278 for item number 10. This proves that respondents have happiness in life in college. The results of Deviana Maharani's (2015) research suggest that students have the ability to balance the fulfillment of their needs and expectations where students as early adults prove that they are able to make adjustments both personally and socially. According to Izzaty, et al (2008) individuals who are able to adjust and are able to interact well ultimately affect happiness in adulthood.

Based on the results of the empirical mean, extraversion in students has a value of 34.15 which is included in the medium category. This is because the highest value of item discrimination is 0.733 in item number 21 and the lowest is 0.252 in item number 26. This is also because some respondents in this study have characteristics that tend to be enthusiastic, enthusiastic, friendly, and also communicative. However, there are also respondents who are shy, insecure, quiet and submative (Friedman and Schustack, 2008). According to Endah Mastuti's research (2005) shows that the variables that support extraversion personality are lack of self-control, fragility, interest in making friends, group interest, and assertiveness.

Based on the results of the empirical mean, neuroticism in students has a value of 33.51 which is included in the moderate category. This is because the highest item discriminatory power value is 0.509 in item number 16 and the lowest is 0.322 in item number 25. This is also because some respondents in this study have the characteristics of being nervous, sensitive, easily anxious, and easily tensed. However, there are respondents who tend to be calm and relaxed (Friedman and Schustack, 2008). According to Endah Mastuti's research (2005) shows that the variables that support the personality of neuroticism are anxiety, anger, depression, and self-awareness.

The results of the empirical mean score based on gender obtained from 370 respondents were divided into two categories, namely male and female, it was known that all respondents had a mean empirical extraversion score and happiness which was in the medium category. The female gender in this study had the highest empirical mean score, which was 95.77 for the happiness score. This is because the number of female respondents is more than male respondents. As for a study conducted by Plagnol and Easterlin (2008) which says that women are, on average, happier than men in early adulthood but can disappear over time. In particular, after age 48, men's overall happiness exceeds that of women.

Then the extraversion score has a high empirical mean score for the female sex, which is 34.20. This is because women are more active in socializing than men. This statement is reinforced by research conducted by Nurdin (2009) which says that women can master language faster than men and in a day women can easily produce 6000-8000 words that are spoken, while men only produce 2000-8000 words. 4000 words.

Then the neuroticism score has a high empirical mean score for the female sex, which is 34.14. This is in line with the statement of Kaplan and Saddock (2005) which said that women were more anxious. Women have high levels of anxiety as a result of excessive autonomic nervous reaction with an increase in the sympathetic system, an increase in norepinephrine, an increase in the release of catecalamine, and an abnormal disturbance of serotonergic regulation.

The results of the empirical mean scores based on universities obtained from 370 respondents were divided into two categories, namely Public and Private which it was known that all respondents had an empirical mean score of happiness which was in the medium category. These results indicate that environmental factors are not the most important thing for students to achieve happiness because happiness comes from the students themselves. This statement is in line with the opinion of Aristotle (in Kusumaning, 2012) which says that happiness depends on oneself.

Then for the results of the empirical mean scores based on universities obtained from 370 respondents, they were divided into two categories, namely Public and Private which it was

known that all respondents had empirical mean scores of extraversion and neuroticism which were in the medium category. These results indicate that the extraversion personality of the respondents in this study has a tendency to be cheerful, happy to talk, and likes to gather. But also has a tendency to be passive, reserved, and do not have enough ability to express strong emotions. Then for neuroticism personality, respondents have a tendency to be temperamental, emotional, and easily anxious. But also has a tendency to be calm and content with himself. The description above shows that environmental factors are not very influential in shaping the student's personality because to form the most important personality comes from within the student himself. This statement is in line with the opinion of Lewin (1996) which says that the personality factor is the awareness from within a person himself to be disciplined based on the values that are adhered to or instilled by a person. Meanwhile, according to Murray (in Afifah, 2013) says that personality is a function that organizes or directs within the individual and is located in the brain. Based on the description above, it can be said that a person's personality comes from the individual himself.

CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis that has been done in this study, it can be concluded that the five hypotheses in this study are accepted, which means that there is a relationship between extraversion and neuroticism in the big five personalities with happiness in students.

Based on the empirical means, it can be seen that the respondents in this study have moderate happiness and have extraversion and neuroticism in the big five personalities which are categorized as moderate. Based on the results of the analysis, the correlation coefficient between extraversion and happiness has $r = 0.593$ and the correlation coefficient between neuroticism and happiness has $r = -0.603$ with each significant value of 0.000 ($p < 0.01$). This shows that there is a very significant positive relationship on the extraversion dimension in the big five personality with happiness, which means that the higher the extraversion dimension, the higher the happiness. However, this does not apply to the neuroticism dimension, because in this dimension there is a very significant negative relationship, meaning that the lower the neuroticism, the higher the happiness.

For students, even though they only have the characteristics of one of the big five personalities, they are still fulfilled with happiness and show high personality dimensions of extraversion and neuroticism in the big five. Therefore, the existence of extraversion and neuroticism in the big five personality in student life is expected to increase happiness in college life, namely by increasing the score for the characteristics of extraversion in the big five personality and by decreasing the score for the characteristics of neuroticism.

For further research, it is expected to be able to develop research on the relationship between extraversion and neuroticism in the big five personality with happiness as added with other dimensions, adding male respondents and respondents from state universities which can be done by testing the difference between women and men or test the difference between public universities and private universities, and add age criteria to the characteristics of the sample, besides that it can also examine the effect of extraversion and neuroticism in the big five personality with happiness.

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