Differences in the Subjective Well-Being of Undergraduate Students Based on Birth Order

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Abstract. Subjective well-being is an important thing in one's life. Various ways are done by someone to feel welfare in his life. The position of the child in the order of birth has a fundamental influence on its subsequent development because parents generally have specific attitudes, treatments, and roles for their oldest child, middle child, and youngest child. The purpose of this study was to determine whether there are differences in the subjective welfare of Universitas Nusa Cendana's students based on birth order. The sampling technique used the Cochran formula with a standard error of 5%. So that the researchers managed to collect data of 433 students aged 18-24 years and have two or more siblings. The analysis in this study used an ANOVA significance value of 0.048 <0.05 so that H0 was rejected. If H0 is rejected, there is a significant difference in subjective welfare based on the birth order of students at Universitas Nusa Cendana Kupang.

Keywords: student, welfare, birth order

Abstrak. Kesejahteraan subjektif merupakan hal yang penting dalam hidup seseorang. Berbagai cara dilakukan seseorang untuk merasakan kesejahteraan dalam hidupnya. Kedudukan anak dalam urutan lahir merupakan suatu kondisi yang ditentukan pada saat pembuahan, mempunyai pengaruh yang mendasar pada perkembangan selanjutnya. Hal ini dikarenakan orang tua pada umumnya memiliki sikap, perlakuan, dan peran yang spesifik terhadap anak tertua, anak tengah, dan anak bungsu. Tujuan penelitian ini adalah untuk mengetahui ada tidaknya perbedaan kesejahteraan subjektif mahasiswa Undana berdasarkan urutan kelahiran. Teknik pengambilan sampel menggunakan rumus Cochran dengan standar error 5%. Sehingga peneliti berhasil mengumpulkan data sebanyak 433 siswa berusia 18-24 tahun dan memiliki dua saudara kandung atau lebih. Analisis dalam penelitian ini menggunakan nilai signifikansi ANOVA 0,048 < 0,05, sehingga H0 ditolak. Jika H0 ditolak maka terdapat perbedaan yang signifikan kesejahteraan subjektif berdasarkan urutan lahir mahasiswa Universitas Nusa CendanaKupang.

Kata kunci: mahasiswa, kesejahteraan subjektif, urutan kelahiran

Introduction

Students are teenagers who are studying in college. This student period is a period full of challenges and difficulties, a period that requires adolescents to determine attitudes and choices, a period that requires adaptability (Mira, 2011). Students are included in adolescence but adolescents who enter the late stages and enter early adulthood range between the ages of 18-24 years (Hurlock 1980).

Problems related to the learning process include problems with high levels of students taking classes in class. This problem is closely related to the time management students have. In addition, a problem that also arises regarding the learning process is the ability of students to be able to focus on subjects, including the ability of students to do course assignments. Students also face obstacles related to the learning methods given on campus (Prasetiyo & Andriani, 2011). Meanwhile, problems that arise outside the learning process are related to peer relationships, financial arrangements, problems with family (Qonitatin, 2009).

Responsibility demands borne by students can be a pressure that can affect their psychological condition. The problems faced by students can lead to high negative effects, low positive effects, and low life satisfaction. In other words, the problems experienced by students can lead to low subjective welfare (Qonitatin, 2009).

So that students can overcome their problems and can carry out their roles and responsibilities properly, students are expected to have a high level of subjective welfare (Sudjarwadi, 2003). Students with a high level of subjective welfare will perform well in academia. In addition, with a high level of subjective welfare, students are also able to become good leaders in the future.

Subjective well-being is an important thing in a person's life. A person does various ways in order to feel welfare in his life. One of the goals of someone who is excited about life is to be happy. Subjective well-being is a term that is closely related to happiness (happiness). Bukhari and Khanam (2015) state that happiness is a part of subjective well-being, which is a subjective view of the whole life of an individual. Apart from being important to research and study because it describes a person's quality of life, subjective well-being can also have a positive impact on a person's life. There are many benefits that can be obtained if a person has a high level of subjective well-being, including health benefits, one of which is longevity and productivity (Diener & Tay, 2015).

Happy people will tend to be more active in achieving their life goals. This will have an impact on the easier it is for someone to achieve success. According to Diener (2008), a happy person will tend to be more successful than an unhappy person. Happy individuals will have positive self-esteem. He will be able to control the environment, have a sense of optimism, have positive social relationships, and have a clear meaning and purpose in life. In addition, he will have internal conflict resolution (Wirawan, 2010). Happiness also promotes success in work, relationships, and health. This success is part of one's positive influence (Wirawan, 2010).

Several factors that influence a person's subjective well-being include family, personality, life goals, adaptability and coping abilities, health, income, religion, marriage, age, gender differences, work morale, education, and intelligence (Diener, 2008). The factor that the author wants to examine is the birth order factor or the child's position in siblings.

The position of the child in the order of birth is a condition that is determined at the time of conception, has a fundamental influence on its subsequent development. This is because parents generally have specific attitudes, treatments, and roles for their only child, the oldest child, middle child, and youngest child. Attitudes, treatments, and roles given by parents in accordance with the place and

order of the child in the family affect the formation of children's personality and attitudes, both towards themselves and others, and are considered as one of the factors that influence the development of certain behaviors. patterns (Hurlock, 2009).

In everyday life, there are many phenomena that say that the firstborn is associated with an adult and authoritative child. Meanwhile, the youngest child is associated with a spoiled, indecisive, and gentle child. Middle children are also associated as spoiled children, tend to be free from their parents' expectations. In this case, it can be seen that every child has different subjective well-being in himself to form what he is like in his environment (Khoirunnisa, 2016).

By knowing the positive effect of subjective welfare on students, of course, it is interesting to further investigate what factors influence the subjective welfare of students. In this study, the factors studied were differences in the subjective welfare of students based on the order of birth of students. Consider the importance of the child's birth order on subjective well-being. The hypothesis in this study is that there are differences in subjective welfare based on birth order in Indiana students in 2020.

Method

Participants

Participants in this study were students at the University of Nusa Cendana Kupang, aged 18-24 years and had two or more siblings. The number of participants participating in the study in one birth order cohort was at least 400 or more. The number of samples was determined using the Cochran formula with the standard error used by the researchers was 5%. So that the researchers managed to collect data as many as 433 students consisting of 144 oldest children, 146 middle children, and 143 youngest children.

Design

This research uses quantitative research. This type of research is a study of the causes of correlation. The purpose of this study was to determine whether there were differences in the subjective welfare of Undana students based on birth order or not. The birth order variable is the independent variable and the subjective welfare variable is the dependent variable. Both of these variables can be measured using instruments so that the total data can be analyzed using statistical procedures.

Procedure

This study uses a measuring instrument in the form of a scale in data collection. The measuring instrument is designed in the form of an online scale. To capture participants, measuring instruments were shared from social media. At the start of the scale, there is a description of the study and participants' consent to participate. The data that has been collected will then be checked whether it will be processed further.

Measuring tool

The measuring instrument used in this study is the BBC scale compiled by Schwannaeur (2010). The BBC-scale scale consists of 15 statement items which consist of 2 aspects of subjective well-being, namely cognitive aspects and affective aspects.

The scale uses the Likert scale guideline with five answer choices strongly agree, agree, neutral, disagree, and strongly disagree. Before being distributed to students, the scale has passed the validity test, so the BBC-scale consists of 15 statement items. After going through the reliability test by the author, the Cronbach's Alpha value on the BBC-scale is 0.748 so that the scale has good reliability.

Data Analysis Techniques

The mechanical analysis used in this study used the one-way post hoc ANOVA test as a different test. This analysis was conducted to prove the hypothesis, whether there were differences in subjective welfare based on birth order among students.

Result

Table 1.

Participants' Frequency Distribution by Age and Gender

Age	18 years	23	5,3
	19 years	47	10,9
	20 years	60	13,9
	21 years	82	18,9
	22 years	128	29,6
	23 years	63	14,5
	24 years	30	6,9
Sex	Male	132	30,5
	Female	301	69,5

Based on Table 1, the most participants were 22 years old and the largest sample in the gender category was women.

The distribution of subjective welfare at the University of Nusa Cendana Kupang can be seen in the table below:

Table 2.

Frequency Distribution of Participants Based on Birth Order among Students at the Universitas Nusa Cendana, Kupang

Categorization	Order of Birth					
	Eldest	(%)	Middle	(%)	Youngest	(%)
Exceedingly Low						
Low					8	5,6 %
Moderate	21	14,6 %	13	8,9 %	16	11,2 %
High	67	46,5 %	73	50 %	65	45,4 %
Exceedingly	56	38,9 %	60	41,1 %	54	37,8 %
Total	144	100	146	100	143	100

Based on table 2. above, it can be seen that the eldest child has a subjective welfare level in the high category, namely 67 people (46.5%). Middle children have a subjective level that is in the high category, namely 73 people (50%). The youngest child has a subjective level in the high category, namely 65 people (45.4%).

Assumption Test

Normality Test

The results of the Asymp Sig (2-tailed) normality test for the welfare variable obtained p-0.621 (p> 0.05). The results of the normality test show that the variables are normally distributed.

Level's of Homogeneity Test

The results of the level of homogeneity obtained a significant value of 0.23> 0.05. The results of the level of homogeneity show that it has the same variance.

Hypothesis testing

Based on the results of the ANOVA test, it is known that a significant value <0.05, which means that there is a significant difference in subjective welfare based on birth order, namely the firstborn, middle, and youngest children because the significant value is 0.048 <0.05, so H0 is rejected. If H0 is rejected, there is a significant difference in subjective welfare based on birth order for students at the University of Nusa Cendana Kupang.

Table 3.
Tukey HSD Homogeneous Post-Hoc Test Output Table

Order of Birth	N	Subset for alpha = 0.05	
		1	2
Youngest	143	57.27	
Eldest	144	58.11	58.11
Middle	146		59.36
Sig.		.582	.311

The results obtained are based on table 4.11. above in subset 1, there is subjective welfare data on the youngest and eldest children. This means that the average subjective welfare of the youngest and eldest children does not have a significant difference. In subtest 2, there are subjective welfare data on firstborn and middle children. This means that the average subjective welfare of the firstborn and middle children does not have a significant difference.

Discussion

Veenhouven (Diener, 2009) explains that well-being is a level that assesses someone's quality of life as something that is expected and felt by pleasant emotions. According to Campbell (Diener, 2009) that welfare lies in the experience of each individual which is a measure and a positive assessment of all aspects of a person's life. Based on the results of the analysis above, it can be seen that in general the participants in the welfare variable received a high category. From the results of this analysis, students of the Universitas Nusa Cendana have high welfare in experiencing satisfaction and often feel positive things, and rarely experience unpleasant emotions such as sadness and anger.

Veenhoven (Idul Fitri & Larsen, 2008) measures Diener's definition of well-being as a positive and good outcome for life. A person is said to have subjective well-being and experience life satisfaction and often rejoice, as well as experience unpleasant emotions such as sadness and anger. Students who have high subjective well-being are individuals who feel satisfied with their life conditions and have positive experiences such as feelings of calm, fun, satisfaction, satisfaction, pride, affection, and happiness that are higher than negative effects such as anxiety, anger, depression, and jealousy. . heart (Diener, 1984). Meanwhile, students who have low subjective welfare are individuals who do not have good social relations with family, friends, and in terms of the number of friends they have, meeting frequency, and being part of a group (Diener & Gohm, 2000). Well-being is a positive measurement and assessment of all aspects of a person's life (Diener, 2009).

Based on the results of a research according to gender, it was found that men had a very high category level. Meanwhile, women have a high category level. According to Diener (2010), gender is also a factor that affects subjective well-being, women express more negative effects and depression than men, and they seek more therapeutic help to reveal the level of negative effects and depression they feel.

Based on the results of a research according to age, it was found that students aged 18 years had a very high category level. Meanwhile, ages 19-24 years old have the

same category level, namely high. Clark and Oswlald (2006) revealed that young and old age in a person is considered to reflect the happiest state where the individual feels more positive and is able to learn to manage emotions into positive things.

Differences in Subjective Welfare based on Birth Order in Students of Universitas Nusa Cendana.

Based on the hypothesis test using the Post Hoc one-way ANOVA test, there are differences in subjective welfare based on birth order. This is obtained from the sig. 0.048 <0.05 so that Ha is accepted, means that there is a significant difference in subjective welfare based on birth order. To find out which birth order groups are different and which are not, see subset 1 in table 4.11. It can be seen that the order of birth for youngest and firstborn has no difference, in subset 2 it can be seen that the order of births for firstborn and middle is not significantly different, while based on the order of birth for youngest and middle there is a significant difference. Subjective well-being is a person's subjective evaluation of their life, which includes life satisfaction, positive emotions characterized by optimism, joy, or happiness, and negative emotions characterized by anger and anxiety (Diener, 2009).

Based on the results of the descriptive analysis, 46.5% of the firstborn had subjective welfare in the high category and 14.6% in the medium category. Middle children have subjective welfare in the high category, namely 50% and 8.9% in the moderate category. Meanwhile, 45.4% of the youngest children have subjective welfare in the high category and 5.6% in the low category.

According to the father of individual psychology, Alfred Adler (Hadibroto et al., 2002) firstborn children tend to experience depression because they are often burdened with the hopes or desires of their parents. The first child is very important to the parent's ego. That's why older siblings are encouraged to reach very high standards as parental representation. Whereas middle children tend to be freer than their parents' expectations and independent, the rules are applied more loosely. The second child is generally allowed to do certain things with a few restrictions and is

free to express his unique personality. Meanwhile, the youngest child often feels inferior (inferior), not as great as his brother. In parenting a child, he is often assisted by the people around him, so that he is not too aware of his potential, is considered a "child" continuously, and tends to be immature and less responsible.

Differences in the subjective welfare of the eldest, middle, and youngest children can be explained through the theory put forward by Diener, Suh, and Oishi (IdulFitri& Larsen, 2008), namely individuals who are said to have high subjective welfare, namely individuals who experience good and positive things in his life and vice versa, the individual is said to have low subjective well-being if he rarely gets positive or good things in his life and often feels depressed. Differences in the level of a person's subjective welfare can also be influenced by conflict resolution factors. A person who has high subjective well-being tends to have fewer psychological conflicts in his life. Conversely, someone who has low subjective well-being tends to experience more psychological conflicts (Eid & Larsen, 2008).

The subjective welfare approach theory, namely bottom-up, tries to identify the factors that influence subjective well-being, especially situational factors, external events, health learning achievement, and social support (family and environment), and the top-down theory looks at the subjective well-being experienced. individuals depend on how individuals evaluate and interpret an event in a positive way.

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