



## **KUALITAS HIDUP MAHASISWA DALAM PERSPEKTIF BUDAYA AKADEMIK**

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**Abstract:** Quality of life is a study of human happiness, strength and life satisfaction for a better life. Quality of life as an important aspect in the development and lives of individuals known to correlate with various factors, but have not revealed many factors related to culture, especially in Indonesia. This study aims to reveal the quality of life of students of Guidance and Counseling Study Programme FKIP Universitas Muhammadiyah Tasikmalaya. The study was conducted on 151 students consisting of 48 men and 113 women. The average age of study participants was 19-21 years old. The instrument used is the Quality of Life Inventory. Descriptive statistical data analysis used in this study. The results of the study showed a significant difference in the quality of life between students female and male. Quality of life male students higher than female students. The quality of life Sundanese cultural backgrounds of students is higher than Javanese students. Student culture perspective on the quality of life-related to balance the academic need, organization oriented and personal need.

**Keywords:** Quality of life, Student Culture.

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## **INTRODUCTION**

Students as cultural beings live in a lecture system that determines academic quality. Sirgy, Grzeskowiak, and Rahtz (2006) found that the quality of life of students was determined by the quality of student welfare in the academic life they lived. Academic culture as a subsystem of higher education plays an important role in efforts to build and develop the culture and civilization of society and academic culture. Quality indicators of campus quality are identical to campus quality as a system for developing and developing this academic culture. Academic culture is actually a universal culture. That is, owned by everyone who involves himself in academic

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activities. Building an academic culture on students is not an easy job and this is closely related to the quality of life of students.

There are many studies relating to the quality of life in college students related to personality, health, and motivational factors in pretending (Pilcher, 1998; Makinen and Pychyl, 2001; Cha, 2003). For example, Cha (2003) found that there was a positive relationship with subjective well-being with personality constructs such as self-esteem and optimism. Pilcher (1998) found findings that affective responses in everyday life can predict life satisfaction. Other studies focus on measuring the development of well-being in adapting to the world of lectures (Witmer and Sweeney, 1992; Maggino and Schifini D'Andrea, 2003). For example, Witmer & Sweeney (1992) developed Wellness Evaluation Life (WEL) which measures 16 dimensions which fall into five categories namely: a) spirituality (related to how individuals appreciate their lives); b) self-regulation (related to how individuals are able to manage themselves); c) work, recreation and enjoy life; d) friendship; e) love (aware of the need for social dependency).

A more comprehensive opinion was expressed by Maggino & Schifini D'Andrea (2003) who explained the concept of quality of life in students with regard to the main dimensions, namely: a) motivation for study, which is related to how students assess themselves against their academic motivation; b) academic performance is related to satisfaction with the achievement of student academic achievement; c) satisfaction with 10 life domains including friendship, free time, family relationships, personal health, family health, lecturers, family finances, chosen majors, personal finance and friendship in lectures. This view provides reinforcement that guidance and counseling services for students are seen as services needed by students to achieve optimal conditions so that they have a quality life.

Happiness is an ideal condition that every individual wants to achieve in living his life. to achieve this condition, individuals need to achieve satisfaction with the life they lead (Diener, 2003). In other words, in order for the individual to prosper in his life, he needs to fulfill the dimensions and aspects of his life related to increasing positive emotions, establishing relationships with others, being actively involved in activities in life, having meaning in life and fulfilling desired goals (Seligman, 2011). Welfare is a continuum and has a life domain to achieve it (Roscoe, 2009), each dimension does not stand alone but is

interconnected and when integrated in a balanced manner will help the individual develop optimally (Myers, 1992).

Quality of life is a study of human happiness, strength, and quality of life to be better (Frisch, 2006). Quality of life is part of positive psychology that studies humans in order to have a better quality of life based on the principle of life satisfaction (Frisch, 2005; Ed Diener, 2003; Seligman, 2011). Frisch (2006) further explained that definitively welfare is defined as an individual's subjective evaluation of something important in him that is related to the fulfillment of needs, goals and expectations. In other words, quality of life focuses on increasing the most important components in an individual's life with the aim of achieving happiness.

Quality of life is very closely related to welfare where this word cannot be separated because it has a conceptual connection. There are several terms related to the theme of quality of life including happiness (Happiness), a good life (Good Life), well-being (Well Being), and psychological health (Wellness). Conceptually the definition of quality of life is related to happiness, life satisfaction, and well-being. The concept of well-being can be seen by using two approaches namely hedonic and eudaimonic. The hedonic approach views welfare as focusing on increasing pleasure and happiness (Ryan & Deci, 2001). The hedonic model is also known as subjective well-being (Subjective Well Being) which focuses on three main concepts namely life satisfaction, the absence of negative feelings and increasing positive feelings (Diener, Emmons, Larsen, & Griffin, 1985). Another approach in looking at welfare is the eudaimonic model which emphasizes well-being when individuals can reach their potential optimally and are able to realize them (Lent, 2004). In contrast to the hedonic model which focuses on increasing pleasure and happiness, the eudaimonic approach tends to focus on a large number of domains of life, although it varies significantly regarding the fundamental elements that determine welfare. For example, one of the eudaimonic models is the psychological welfare model from Ryff & Keyes (1995) which shows that well-being consists of six elements, namely self-acceptance, positive relationships with others, independence, environmental mastery, life goals, and personal growth.

Another concept that can be used in the conception of well-being is the concept of "wellness" which is better known in the area of counseling studies. Some researchers use the term "wellness" interchangeably with the welfare of

"well being" (Harari, Waehler, & Rogers, 2005; Hattie, Myers, & Sweeney, 2004). The term 'wellness' close to the eudaimonic approach focuses on the optimal functioning of the individual. Conceptually, 'wellness' is defined as a condition that is oriented towards maximizing the potential of an individual in order to be able to realize his abilities (Palombi, 1992). The conceptualization of "wellness" emphasizes that well-being is characterized by the absence of disturbances that impede him. The concept of "wellness" views that welfare is holistically in the domain of life such as physical, spiritual well-being (Palombi, 1992).

The quality of life cannot be separated from the concept of well-being. Because these two concepts have similarities in understanding the concept of well-being. Textually, quality of life can be defined as a condition in which the degree or level reaches 'the best way to live' or 'good life' which can be sorted from high to low or good life to the poor (Veenhoven, 1984). This definition refers to excellence or goodness in aspects of life that go beyond mere living, survival, and longevity. This concept focuses on the " domain " or areas of life that make life very pleasant, happy, and useful, such as meaningful work, self-realization and good living standards (Frisch, 2013).

The World Health Organization (WHO) defines the quality of life as an external and complex concept and is influenced by physical health, psychological state, level of independence, social relations and their relationship to their environmental characteristics "(WHOQOL Group, 1998). When viewed from the hedonic approach and eudaimonic, quality of life uses these two concepts to measure well-being. This condition of achievement is also known as functional ability (functional ability) of the potential possessed by an individual or the achievement of individuals in achieving self-realization.

The construct of quality of life has a foundation that to achieve a quality of life individuals need to achieve satisfaction with the life they live (Diener et al, 1999). The concept of life satisfaction is a predictor of achieving well-being (Cummins 1996; Huebner 1994; Felce and Perry 1995; Alfonso et al. 1996; Diener et al, 1999; Gregg and Salisbury 2001). These findings indicate that life satisfaction is an important factor in measuring the quality of life. While welfare is the ultimate goal achieved by individuals. Frisch (2013) explains that quality of life is defined as an individual's subjective evaluation of something important in him that is related to the fulfillment of needs, goals and expectations in the domain of life that is meaningful to him. Diener et al (2003) suggested that

quality of life needs to be viewed in two perspectives, namely subjective and objective assessment of life satisfaction. This opinion is in accordance with researchers who construct the theory of quality of life not only focus on overall life satisfaction but consists on the composition of life domains owned by individuals (Cummin et al, 2003: Sirgy et al, 2010). For this reason, the construct of quality of life theory developed in this study is defined as a subjective evaluation of the welfare conditions based on individual satisfaction in the life domain that is important to the individual. The life domain measured consists of 16 lives namely health, self-esteem, spiritual, money or standard of living, work, play (recreation), learning, creativity, helping or social services, love, friends and friendship, relationships with relatives, homes, neighbors, and communities.

## **METHOD**

This research uses a quantitative design of the analytic survey type. The research method used was a survey method to photograph the quality of life of students. The research type is Exploratory Type, an exploratory study designed to test the existence of cross-cultural similarities and differences so as to provide a complete picture of the culture (Matsumoto, 2013). This research was conducted at students at the University of Muhammadiyah Tasikmalaya. The survey was conducted using the Quality of Life Inventory that was developed by researchers and had tested the validity and reliability of the instrument. The survey was conducted based on two demographic backgrounds, namely: gender and cultural background. In addition, to deepen existing data, researchers conducted in-depth interviews with 3 students with different ethnic backgrounds. The participants of this research were 151 students of the Guidance and Counseling Study Program of the Teaching and Education Faculty of Muhammadiyah University, Tasikmalaya, which consisted of 48 men and 113 women. The average age of participants in this study is 19-22 years. The cultural background of the participants can be grouped into two groups namely Sundanese and Javanese. This is because the UMTAS Guidance and Counseling study program consists of these two ethnicities.

The research instrument for revealing the quality of life uses the Quality of Life Inventory which is an adaptation of the quality of life theory of Frisch (1992) which explains that the concept of subjective evaluation is carried out cognitively on the conditions of individual well-being. Specifically, the concept

of this assessment refers to evaluating an individual's life satisfaction with a meaningful life domain for him consisting of health, self-esteem, spiritual, money or standard of living, work, play (recreation), learning, creativity, helping or social services, love, friends and friendship, relationships with relatives, home, neighbors and community. Inventory of quality of life developed refers to two concepts: first, participants are asked to conduct an individual evaluation of the eating or meaning of individuals on 16 domains of life using a scale (+2 = Very Important, +1 = Important and 0 = Not Important). Second, participants were asked to rate life satisfaction for 16 life domains that were important for their development on a scale (-3 = Very dissatisfied to +3 = very Satisfied).

## RESULTS AND DISCUSSION

Based on the results of research on 151 students of the Guidance and Counseling Study Program it was found that in general, the quality of life profile of students was in the average category. This means that in general students have a level of life satisfaction with an average category where individuals feel happiness but there are certain domains of life that have not been met. More complete results of the study are shown in table 1.

**Table 1**

### **Profile Completion of Sundanese and Javanese Ethnic Satisfaction Levels of UMTAS Guidance and Counseling Study Program Students**

Ethnic Origin	Gender	Average	Standard Deviation	Number of Respondents
Sundanese	Male	48,9	12,43	30
	Female	36,45	16,61	69
	Total	40,21	16,43	99
Javanese	Male	49,13	11,42	18
	Female	38,42	14,32	34
	Total	38,33	15,69	52

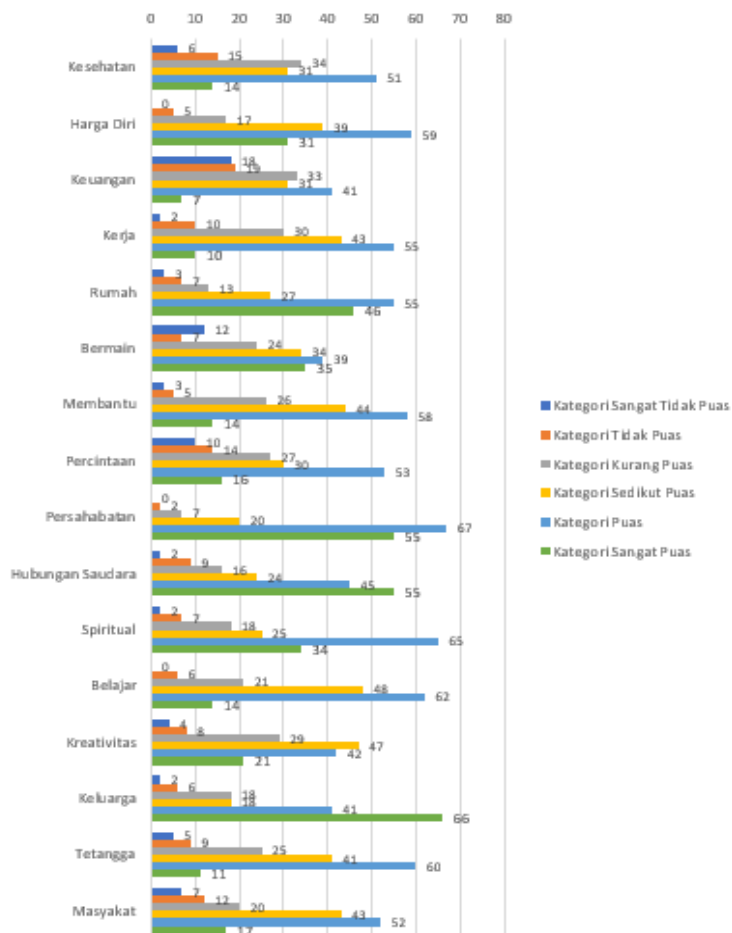
Based on the analysis of the calculation results it is known that on average students with Sundanese backgrounds have higher levels of life satisfaction compared to students with Javanese backgrounds, with an average of 40.21 on

Sundanese and 38.33 on Javanese. Nevertheless, there is a difference in the average score of gender selection where the average score of life satisfaction of men with Javanese ethnicity is higher than that of Sundanese, which is 48.9 in Sundanese and 49.13 in Javanese. Viewed from the sex, the value of achieving life satisfaction in general for men with Sundanese backgrounds is higher than for women, which is 48.9 for men and 36.45 for women. While the level of life satisfaction for men with Javanese background is higher than for women, which is a mean of 49.13 and for women by 38.42.

Quality of life profiles in the domain of student life show interesting findings to study. In the category of Very Dissatisfied, the life domain felt by students is the domain of finance, play and romance. In the Dissatisfied category, the life domain felt by students is finance, health and romance. In the unsatisfied category, the life domain felt by students is health, finance and college. In the slightly satisfied category, the life domain felt by students is creativity, community and help. In the satisfied category, the life domain felt by students is friendship, spiritual and learning. In the very satisfied category, the domain of life felt is family, friendship and family relationships.

**Table 2.**

**Quality of Life Profile in Student's Life Domain**



To deepen the phenomenon of quality of life from the perspective of students' academic culture, interviews were conducted with 4 students consisting of 2 students from the Sundanese and 2 Javanese. The questions asked are related to a quality of life outlook from the perspective of students. The first respondent from the Sundanese tribe named 20-year-old AK revealed that quality of life was when there was a "balance between academic and personal needs". The concept of quality of life according to the first respondent is when able to manage themselves and live it with full motivation in lectures. The second respondent from the Sundanese tribe named RD, aged 20 years revealed that quality of life is when achieving the expected goals in college life. He explained that the quality of life of students can be achieved when the needs are met between academic, organizational and personal assignments.

The third respondent from the Javanese tribe, 20-year-old SW, revealed that quality of life in the perspective of students was the fulfillment of roles when "being a student on campus", "being a child when at home" and "being a servant of Allah when worshipping". He explained when on campus, quality students are able to manage the balance between academic and organizational tasks. In addition, quality life is also fulfilled spiritual needs and functioning in the family. It means performing religious rituals such as prayer, recitation, prayer and so on and can help families when needed. The fourth respondent named MF aged 20 years revealed that quality of life is when able to manage personal and academic needs. This means meeting the needs that are personally folded and related to academic needs.

Some of the opinions above indicate that the construct of quality of life in the perspective of student culture is a balance between academic activities and personal needs. This is in accordance with the opinion of Matsumoto (2013) which explains that the concept of well-being (well-being) is when the balance of lifestyle (balance lifestyle) is the balance between work and play. From the perspective of students, the type of students who are only oriented "organizational" is considered not to have good quality if the academic orientation is bad. Vice versa, the type of student who is "academic" oriented is considered not to have a good quality of life if he does not have a social and organizational orientation. Academic culture has a broad domain in student life so the need for a balance of personal life. In addition, in student culture, there are other domains that need to be fulfilled such as the domain of spiritual, social, emotional and physical well-being. In other words, it can be concluded that in the perspective of student culture, quality of life is when the achievement of



well-being in the domain of life is directly related to life both in the lecture setting and life in general. This confirms that welfare is not single and interrelated between the domains of individual life.

Quality of life is part of positive psychology related to well-being. The construct of quality of life has a foundation that to achieve a quality of life individuals need to achieve satisfaction with the life they live (Diener et al, 1999). The concept of life satisfaction is a predictor of achieving well-being (Flanagan 1978; Cummins 1996; Huebner 1994; Alfonso et al. 1996; Diener et al, 1999; Gregg and Salisbury 2001). These findings indicate that life satisfaction is an important factor in measuring the quality of life. While welfare is the ultimate goal achieved by individuals.

The concept of life satisfaction is a predictor of achieving well-being (Diener, 2003; Frisch, 2013). This shows that life satisfaction is an important factor in measuring the quality of life that describes the level of individual welfare. In measuring the quality of life, individuals make subjective evaluations of something important in themselves relating to the fulfillment of needs, goals, and expectations in the domain of life that is meaningful to him. Lent (2004) explains that the measurement of quality of life is seen in two perspectives, namely subjective and objective assessment of life satisfaction. This view confirms the quality of life combining the hedonic and eudaimonic approaches in constructing quality of life that not only focus on single life satisfaction but the assessment of life satisfaction in the important life domain owned by individuals. For this reason, the construct of the quality of life theory developed in this study is defined as a subjective evaluation of welfare conditions based on individual satisfaction in the life domain that is important to the individual.

There are several studies related to the quality of life that are closely related to welfare including life satisfaction as a predictor of quality of life (Diener, 2003). Other findings made by Frisch et al (2013) show that quality of life can improve well-being. In accordance with the opinion of Ryff who developed the concept of psychological well-being as the basis of positive mental health (Ryff & Keyes, 2011). The results of other studies also explain that quality of life has a negative correlation with depressive symptoms (Frisch et al, 1992). This gives a picture that the better the quality of life, the more avoiding the symptoms of depression.

In a student setting, research is found that quality of life is positively correlated with student achievement motivation (Norouzi, 2012). Students who have a good quality of life will further increase the motivation to excel in students. In line with the results of research Frisch (1992) found that quality of life can reduce symptoms of depression in college students. Similar findings reinforce that quality of life can improve positive performance in individuals and negatively correlates with "Burnout" (Lyndon et al, 2017). The same thing was also found based on research conducted by Toghyani et al, (2011) who found that quality of life can improve well-being in adolescent boys.

In another setting, it was found that quality of life can improve well-being in clients who have chronic illnesses (Rodriguez et al, 2005, 2006). Studies conducted by Rodriguez found that quality of life can improve the well-being of individuals who have chronic illnesses and negatively correlate with depressive symptoms. Other findings also found that quality of life was negatively correlated with anxiety and depression (McAlinden, 2006). These facts show that welfare is a predictor for individuals to achieve the quality of life.

## **CONCLUSION**

The results showed that the quality of life of students is closely related to the achievement of life satisfaction in life dimensions related to self-achievement, social functioning, personal growth, and community involvement. Differences can be seen from various demographic backgrounds inherent in individuals. The results of this study indicate that the quality of life of male students is higher than that of women. Meanwhile, the Sundanese cultural background is known to be higher than the Javanese. Based on the results of the research, discussion and limitations obtained, the research process in the future can be directed to several demographic backgrounds related to parents (education, marital status, religion and beliefs, and economic level). Finally, research on the quality of life in the age range of children and adolescents and parents and parents is needed to complement the results of this study.

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