



The Relationship between Hedonic Lifestyle and Student Self-Control

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ABSTRACT

This study investigates the relationship between hedonic lifestyle and self-control among university students using both quantitative and qualitative approaches. The quantitative component involved surveying 31 students with standardized scales measuring hedonic lifestyle and self-control. The qualitative aspect included in-depth interviews with some students to gain deeper insights into their behaviours and perceptions. Results from the quantitative analysis revealed a significant inverse correlation between hedonic lifestyle and self-control, indicating that higher engagement in hedonic activities is associated with lower self-control. Qualitative findings supported this, uncovering themes of impulsivity and short-term gratification impacting academic and personal goals. The study concluded that there is a mutually bound relationship between hedonic lifestyle and self-control, where each variable influence and is influenced by the other. These results suggest the need for strategies to help students develop better self-regulation skills while managing a hedonic lifestyle. Further research should explore these dynamics over time to understand causality and long-term effects.

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1. INTRODUCTION

Students are part of society as the nation's next generation whose role is to advance and be able to compete with other countries in all aspects such as science and information technology (Destiana, 2019). Progress in aspects of science and technology has had a rapid influence on changes in human lifestyle. This condition causes most people to follow current trends, thus creating new problems for their survival. The development of the times is closely related to changes in a person's lifestyle. This is very natural because everyone tends to want a better life. Lifestyle is the most important thing for some people because they consider lifestyle as an identity that differentiates them from other people.

A person's lifestyle is applied in daily life activities in the form of activities, interests and opinions. The activities a person carries out are related to the way a person uses their time. Interest is an interesting thing that can make someone think about their identity and the surrounding environment. Students' search for identity can be seen through the behaviour shown in the coolness they display (Riadhah and Rachmatan, 2016). A person is said to have a reasonable lifestyle if this does not involve academic or work interests. Nowadays, most people prioritize lifestyle aspects over other things, they prioritize pleasure and are even willing to sacrifice anything to get that pleasure without thinking about the effects caused by the things they want. This tendency is what we now know as a hedonic lifestyle or a lifestyle that prioritizes pleasure which is synonymous with material things.

Students who are currently busy searching for their identity have the potential to become targets for the capitalist elite. Students tend to follow market trends so that they can become a money-making field for the market. This tendency can control itself, giving birth to hedonism. According to Armstrong (Trimartati, 2014) what is meant by a hedonic lifestyle is a lifestyle that is oriented towards seeking pleasure in life, whether in the form of the habit of enjoying spending time outside with friends, tending to play, enjoying the hustle and bustle of the city, giving away things. expensive things and always wants to be the center of other people's attention. This hedonic lifestyle phenomenon is demonstrated among students in terms of students' habits in spending time and using the pocket money given by their parents. A person's lifestyle is influenced by two factors, namely internal factors (which come from within oneself) and external factors (which come from outside or the surrounding environment). Lifestyle is synonymous with a person's habits in managing their life, attitudes in public, and the desire to obtain a higher social status than other people through social symbols. Lifestyle has a huge influence on humans in accordance with social actions in society. Hurlock stated that a person's behaviour is determined by the surrounding environment in which the person is.

In Greek philosophy, hedonism was found in Aristippos of Kyrene (around 433-355 BC), he was a student of Socrates. When Socrates asked about the ultimate goal of human life, Aristippos' answer was pleasure. The word Hedonism comes from the Greek, hedone, which means pleasure, joy, happiness. What is characteristic of hedonism is that humans will be happy by finding feelings that they like as much as possible and avoiding feelings that make them unhappy as much as possible. Basically, self-control plays a role in self-adjustment, so that when self-control is not good it results in the resulting behaviour. tends to deviate. More clearly, an individual is categorized as having a low level of self-control, namely if the individual is unable to direct and regulate his main behaviour, is unable to interpret the stimulus he faces into the form of his main behaviour and is unable to choose the right action which will lead to aggressive behaviour.

The hedonic way of life is influenced by two things: things that come from within a person (internal), such as experience and observation, and things that come from outside the person (external), such as family, which can influence people's behaviour and result in various lives that a person creates for himself (Parmitasari et al, 2018). The capacity to organize alternative circumstances and predetermined reactions to anything is known as self-control. Aspects of self-control which include the capacity to control behaviour, cognitive control, and decision-making capacity. Individuals with high self-control can delay their own gratification or fulfillment. People with inadequate self-control are weak at delaying personal gratification or pleasure, and conversely, at reducing the desire for a hedonistic lifestyle. so that he is more easily swayed by a hedonistic lifestyle. One effort that can be made to overcome the hedonic lifestyle of students is by providing guidance services which aim to control themselves so that changes occur in students' thinking patterns and behaviour patterns in their daily lives.

According to Jones in Sutirna (2013), guidance is assistance to individuals in making smart or appropriate choices in adjusting their lives. Furthermore, it is also said that this ability is not an innate factor, but must be developed. Meanwhile, according to Smith in Prayitno and Amti (2004) guidance is a service process provided to individuals to help them acquire the knowledge and skills needed to make choices, plans and interpretations needed to adapt well. A lifestyle that is too hedonistic in students can be implicated by providing appropriate guidance services.

2. METHODS

A case study is research in which the researcher explores a particular phenomenon (case) in a certain time and activity and collects detailed and in-depth information using various data collection procedures over a certain period (Creswell, 1999). This research was carried out using a quantitative and qualitative approach. A quantitative approach was taken by distributing questionnaires to students at Universitas Pendidikan Indonesia. A qualitative approach was carried out by conducting interviews with three students who were selected from the results of filling out the questionnaire. As stated by Patton, the depth and detail of a qualitative method comes from a small number of case studies. Therefore, case study research requires a long time, which is different from other scientific disciplines (Patton, 1991). Creswell suggests that researchers developing case study research should first consider the most appropriate type of case. The case can be a single or collective case, many places or within places, focusing on a case or an issue (intrinsic-instrumental). Second, in selecting cases to be researched, they can be studied from various aspects such as various perspectives on the problem, process or event. Or you can choose from ordinary cases, accessible cases or unusual cases.

3. FINDINGS AND DISCUSSION

3.1. Findings

Based on the instrument that has been created, this questionnaire contains 53 statements which are measured on a 1-4 Likert scale. In detail, there are 24 statements for the lifestyle variable and 29 statements for the self-control variable. Currently the questionnaire has been completed by 31 respondents, all of whom come from the Universitas Pendidikan Indonesia, with the maximum age range being 19 years, total 10 respondents.

Table 1. Data Processing Results

N	Descriptive Statistics			
	Minimum	Maximum	Mean	Std. Deviation
31	54.00	73.00	62.8710	5.20731
31	70.00	92.00	78.7097	5.22936
31				

Based on the results of this statistical analysis, it can be concluded that the respondent's tendency towards the Lifestyle variable is on a scale of 3 or appropriate. This is shown by the average respondent's answer being dominated by scale 3 with the average frequency of each statement amounting to 14 respondents. In addition, the Lifestyle variable has a minimum value of 54 and a maximum value of 73 with an overall average of 62.8. Likewise, the results of statistical analysis of respondents' tendencies in the Self-Control variable are on a scale of 3, which is also appropriate. This is shown by the average respondent's answer being dominated by scale 3 with an average frequency of each statement total 17 respondents. Apart from that, the Self Control variable has a minimum value of 70 and a maximum value of 92 with an overall average of 78.7. If we look at the percentages and results of statistical analysis of the answer choices given, it can be concluded that in terms of lifestyle variables, UPI students have a lifestyle level that is not too hedonistic and are still at the stage where they can control themselves so as not to follow an excessive lifestyle.

Based on the lifestyle aspects used, aspects that indicate high to low levels of hedonic lifestyle are opinions, activities and interests. In the interest aspect, respondents can be said to have been able to determine their interest in something and the level of suitability to personal needs. This is indicated by the average results which are close to scale 3, namely appropriate. Then in the activity aspect, respondents can be said to have been able to determine the form of activity carried out by paying attention to suitability with other aspects. This is indicated by the average results which are close to scale 3, namely appropriate. Then in the opinion aspect, respondents can be said to have their own opinions about the lifestyle and activities they choose by paying attention to the advantages and disadvantages for themselves. This is indicated by the average results which are close to scale 3, namely appropriate.

Meanwhile, in the self-control variable, students can be said to have good self-control. Based on the aspects of self-control used, the aspects that show the highest to lowest levels of control are cognitive control, behavioural control and decision control. In the behavioural control aspect, respondents can be said to be able to regulate the implementation of the activities carried out and are able to modify the stimulus for each choice they have. This is indicated by the average results which are close to scale 3, namely appropriate. Then in the cognitive control aspect, respondents can be said to have the ability to obtain information about what is necessary and not necessary to do in carrying out a lifestyle and the ability to assess an activity or attitude. This is indicated by the average results which are on a scale of 3, namely appropriate. Furthermore, in the aspect of decision control, it can be said that respondents are not yet very capable of determining the desired goals/results from the activities and lifestyle they undertake. This is indicated by the average results which are close to scale 2, namely not suitable.

Table 2. Interview findings

Number	Informant	Interview Conclusion
1.	NA	NA admits that the hedonistic lifestyle she lives, such as frequent shopping, hanging out in expensive places, and traveling, provides short-term satisfaction. However, she also realized that these expenses often made it difficult for her to manage her finances, especially when approaching the end of the month. NA feels that she has low self-control because she is often tempted by promotions and discounts, as well as the urge to follow social trends. NA realizes the need to increase self-control to manage finances better and avoid debt.
2.	KO	KO stated that even though she liked hedonic activities such as eating at luxury coffee shops and buying branded goods, she had sufficient discipline in managing finances. KOs usually set a monthly budget and try hard not to exceed the specified limits. She feels that having strong self-control helps her enjoy a hedonistic lifestyle without sacrificing financial stability. KO believes that good planning and self-awareness are the keys to balancing fun and responsibility.
3.	LA	LA has a more critical view of hedonistic lifestyles. She argues that although enjoyable, a hedonistic lifestyle can have a negative impact on self-control and long-term well-being. LA prefers to allocate money for long-term investments and more useful activities such as courses or training. He feels that by reducing consumer activities and focusing on self-development, his self-control becomes better. LA emphasizes the importance of being aware of the long-term consequences of hedonic lifestyle choices.

3.2 Discussion

The hedonistic lifestyle has become a phenomenon referring to a common problem among students, especially in the era of social media which often displays glamorous and consumerist lifestyles. From the results of interviews with three students, it appears that each individual has a different way of responding to a hedonic lifestyle and managing their self-control. NA students, for example, have difficulty controlling the urge to shop and follow trends, which often results in financial problems. This shows that without strong self-control, a hedonic lifestyle can have negative consequences, as stated by [Baumeister \(2002\)](#) who emphasized that self-control is an important factor in achieving individual success and well-being.

On the other hand, KO students show that with good financial planning, a hedonic lifestyle can be enjoyed without causing problems. She sets a monthly budget and tries hard not to exceed it, an approach that is consistent with the self-management theory proposed by [Muraven and Baumeister \(2000\)](#). According to this theory, effective self-management involves planning, discipline, and self-control to achieve long-term goals. KO proves that with this strategy, individuals can enjoy short-term pleasure without sacrificing long-term stability.

LA students have a more critical view of hedonistic lifestyles and focus more on self-development and long-term well-being. She chooses to invest his money in more useful activities such as courses or training, which he believes provide more value than momentary pleasure. This approach is in line with the self-investment theory suggested by

Csikszentmihalyi (1990), where investment in challenging and meaningful activities can improve quality of life and long-term happiness. LO emphasizes the importance of looking at the long-term consequences of lifestyle choices, a principle that can improve self-control and overall well-being.

From the results of the interviews and the answer choices on the questionnaire, it is clear that self-control plays a key role in living a hedonic lifestyle wisely. Without adequate self-control, this lifestyle can backfire and cause financial problems and stress. On the other hand, with good self-control, careful planning, and a focus on self-investment, students can enjoy a hedonic lifestyle without sacrificing long-term well-being. It is important for students to find a balance between momentary pleasure and their long-term goals, a balance that can be achieved through discipline and self-awareness. One thing that can be done is to find the right type of guidance for students who have problems related to their lifestyle and self-control. Intervention strategies that counselors or mentors can use to help students develop better self-control, such as self-management skills training, self-awareness programs, or therapeutic approaches that focus on impulse control. The importance of preconception education that engages students in self-reflection and understanding of the long-term implications of a hedonic lifestyle. This can be done through educational programs and outreach campaigns that target awareness of the risks and consequences of hedonic behaviour.

4. CONCLUSION AND RECOMMENDATION

Based on the results of data analysis obtained through surveys and interviews, it was found that there was a correlation between hedonic lifestyle and students' level of self-control. Students who tend to adopt a hedonistic lifestyle, characterized by a tendency to pursue immediate pleasure and gratification, may have problems maintaining their self-control. Factors that influence the relationship between hedonic lifestyle and student self-control, such as peer influence, academic pressure, social expectations, and use of technology. With good self-control, careful planning, and a focus on self-investment, they can enjoy a hedonistic lifestyle without sacrificing long-term well-being. Awareness of the consequences of lifestyle choices and the exercise of self-discipline are key to achieving that balance. In the context of guidance services, it is important to understand the impact of a hedonic lifestyle on students' self-control. This can lead to improved guidance strategies that accommodate students' needs in developing self-control, managing stress, making wise decisions, and dealing with academic and social pressure.

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