

THE VARIOUSITY OF HAPPINESS PERSPECTIVE AND ITS IMPLEMENTATION IN LEARNING PROCESS

Zuhdiyah¹, Asri Karolina², Fitri Oviyanti³, Noza Aflisia⁴,
Yesa Satriya Dwi Hardiyanti⁵

^{1,3}Universitas Islam Negeri Raden Fatah Palembang, ^{2,4}IAIN Curup, ⁵Singhanakhon Wittaya Nusorn School Thailand
Corresponding Author: asrikarolina@iaincurup.ac.id

ABSTRACT

Happiness is the ultimate goal of all activities. The desire for happiness makes humans look for the source of happiness that its existence is worthy of several elements of life. Education as one of the crucial elements of life has varied learning models that can increase the willingness of students to learn. The conscious effort to learn becomes more optimal in a happy psychological condition. This research discusses the ultimate happiness in the Koran described with scientific theories of happiness and explains the Quantum theory of happiness in the learning model. The research method used was literature study and content analysis as the data analysis technique. The results of this study indicate that first, happiness in the Koran was not caused by wealth but our faith as a believer. Second, there are endorphins in humans that emit happiness and calmness. Third, someone who is happy will have a change in thoughts, words, actions, facial expressions, and positive muscle activity. Fourth, the learning model that can create happy learning begins with creating happy emotions, giving both material and non-material rewards, and good habituation. Fifth, the understanding about happiness from various perspectives can provide a variety of positive developments in all aspects of life and will lead into a better life.

Keywords: Happiness Perspective, Implementation, Learning Process

Submission	Review Process	Revised	Accepted	Published
December 14, 2019	January 7, 2020 – March 27, 2020	May 3, 2020	May 11, 2020	June 1, 2020

INTRODUCTION

Every human being longs for a happy life because a happy humans can achieve the highest inner satisfaction. That is why every human being always strive and try as much as possible to obtain true happiness.

Happiness is an important thing because people who are happy will tend to do good or something positive. A good life is a life that is happy and calm, which is a mental condition consisting of feelings of calm, peace, pleasure in oneself, and being satisfied with the provisions of Allah SWT (Sholihah, 2016).

Reality shows that many people fail in their quest for happiness. Failure of humans to get happiness can be caused by the benchmark of happiness that only on the

material factors. This condition leads to frustration when a person is unable to fulfill what he wants.

No wonder many people get lost looking for alternative happiness through irrational ways, such as alcohol, drugs, free sex, heresy, and so on (Surbakti, 2010).

It is also undeniable that in the course of life, humans often experience a variety of unpleasant things. Failure in love, family problems, conflicts with friends, work problems to minor problems such as traffic jams, delays, weather constraints and so on can change someone's life. However, happiness never really disappears from human life (Rahardjo, 2007).

The research shows that happiness that humans seek lies in the human itself, that are

the brain and hormones. In hormones, when humans can think positively or *husnudhon* in religious terms, the brain will release substances that are good for the body, at that time the hormone of happiness or called beta-endorphin will be emitted (secretion). The effect of the secreted hormone is what makes a person always cheerful and happy (Haruyama, 2011).

The research of Dewi and Ningtyas (2012) explains that indicators of the welfare of life in the Javanese tribe for employees are sufficient material, comfortable feeling, happy, and safe, always grateful, the achievement of life goals, beneficial to others, living with family, and good health.

In contrast to the happiness of employees that previously mentioned, the happiness of Javanese elderly emphasizes more to good relations in social and family interactions such as good relations with children, grandchildren, son-in-law, and siblings (Diponegoro & Mulyono, 2015).

The happiness of people in Indonesia in general is determined by the amount of income, level of education, state of health. Although there is also influence of religion and ethnicity, but not significant (Theresia, 2016). Factors that influence happiness will adjust to local wisdom (Putra, 2013). We can form happiness by thinking that we are happy. Thus, focus our thoughts on happy thoughts. Because we are controlling our own minds.

Basically, the nature of human is being happy. Happiness is something that inherent in human beings. The essence of happiness that has been formulated by philosophers (Sufis) which may still be a concept that is still abstract. Individual happiness can be assessed subjectively and objectively. Objectively, individual happiness is measured using standards that refer to certain evidences. Subjectively the happiness of an individual is measured by the short question whether he is happy or not? Happiness is not always

preceded by success. Many individuals who are successful but not happy. Therefore, individuals need happiness to achieve success. When individuals are happy, it will bring up the hormone called endorphin which has the effect of reducing pain and triggering feelings of pleasure, calm, and happiness. Individuals who is happy will bring out their best creativity and work. Happiness will be the cause, basis and foundation for success (Anugrah et al., 2019).

Historians says mankind always seeks happiness. Plato believed that happiness was found by taking advice from scholars. Aristoteles believes that happiness is composed by proper rational activities, which are more in harmony with kindness than taking the advice of scholars. Epicurus believes that happiness is obtained by enjoying simple pleasures (Griffiths & Robinson, 2012).

With a strong will for kindness, someone will get authentic happiness in his life (Jusmiati, 2017). Authentic happiness will be increasingly obtained if environmental factors and self-control contribute a lot in this matter. Besides these two things, Fuad added four things to achieve happiness that are material, intellectual, emotional, and spiritual factors (Fuad, 2017).

The idea that happiness is the center of human life has existed since long ago. The Greek philosopher, Aristippus in the 4th Century BC argued that the purpose of life is to maximize the totality of one's pleasure. Since then, happiness has been a contentious concept in psychology and more than that happiness has also moved into the realm of political science and economics. If maximizing happiness is a point in one's life, then the system of government and economy should maximize the happiness of society aggregately. This condition is a pure form of the doctrine of utilitarianism introduced by Jeremy Bentham. Happiness is considered by

many as the ultimate goal in life and indeed in reality everyone wants happiness (Putra, 2013).

Happiness is also influenced by things that can affect the mindset of individu. Emotional maturity can also affect how one's happiness is towards the meaning of happiness. Happiness also can be seen from an individual's point of view of existing reality. How to think positively and thankfully is part of understanding the reality of happiness (Herbayanti, 2009).

Emotional maturity and thinking patterns of a person can be obtained through the learning process. Thus, happiness can also be created through the learning environment because a person's emotional development can depend on maturity and learning factors, but the learning factor is more important, because there is a controlling factor in the learning process.

Engaging students through sustainable happiness would provide meaningful connections to their personal life, their community and planetary well-being. Practicing teachers would also benefit from professional development workshops on sustainable happiness. These workshops and curriculum resources on sustainable happiness are currently under development (O'Brien, 2010).

The understanding of the concept of happiness also has an influence in learning. Educators who understand this will always stimulate students in obtaining positive emotions in learning, so that the knowledge will be more easily accepted by students. Educators will also always motivate the students that their education is one of the significant determinants of happiness because the education pursued will later influence social status through employment status and income that will be obtained after completing education.

This paper aims to contribute in theoretical discussions about the concept of happiness in the Koran and Bio-chemistry, as well as knowing the theories of happiness. This paper also aims to confirms the new approach in learning that was born from the concept of happiness.

RESEARCH METHOD

Every human being longs for a happy life because a happy humans can achieve the highest inner satisfaction. That is why every human being always strive and try as much as possible to obtain true happiness.

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RESULTS AND DISCUSSION

Happiness in the Koran

Happiness in the Indonesian Big Dictionary is defined as the pleasure and peace of life (inner and outer); luck; fortunate that is physically and mentally (KBBI). Happiness shows a good condition that is felt by someone who makes health and life better than before (Maloky, 2015). Ali bin Abi Talib said, happiness is a tool for us to achieve success (Sentanu, 2008).

There are 20 letters in the Koran that discuss the matter of happiness (*Farhan*).

1. Surah at-Taubah ayah/verse 82;
2. Surah as-Syura ayah/verse 48;
3. Surah al-An'am ayah/verse 44;
4. Surah Yunus ayah/verse 22;
5. Surah al-rum ayah/verse 36;
6. Surah al-Rum ayah/verse 4;
7. Surah al-Qoshosh ayah/verse 76;
8. Surah al-Imron ayah/verse 188;
9. Surah ar-Ro'du ayah/verse 26;
10. Surah al-Ro'du ayah/verse 38;
11. Surah al-Imron ayah/verse 120;
12. Surah Yunus ayah/verse 58;
13. Surah al-An-Naml ayah/verse 36;
14. Surah al-Hadid, ayah/verse 23;
15. Surah Hud ayah/verse 10;
16. Surah at-Taubah ayah/verse 50;
17. Surah al-Mukminun /verse 53;
18. Surah al-Mu'min ayah/verse 75;
19. Surah al-Mukmin ayah/verse 83;
20. Surah al-Imron ayah/verse 170.

The Koran also mentions the happiness of the believers because the revealed of the ayah/verse of the Koran is to show them the truth, and become the healer, guide and mercy for them. As stated in Surah Yunus, ayah/verse 57-58:

“O mankind, there has to come to you instruction from your Lord and healing for what is in the breasts and guidance and mercy for the believers” (QS. Yunus: 57). “Say, “In the bounty of Allah and in His mercy - in that let them rejoice; it is better than what they accumulate” (QS. Yunus: 58).

In the ayah/verse 28 of Surah Yunus, the word *yafrohu* means happiness. According to Sayyid Qutb, happiness is not caused by treasure and wealth in the world of life, but because of the gifts given by God and the grace emitted from faith, these are the values of faith (Qutb, 2003).

Al-Maraghi (1978) argued that globally the Koran improves humans in four cases, such as:

1. Good advice, that is mentioning words that can soften the heart so that it can arouse the desire to do something;
2. The medicine for all diseases of the heart, such as shirk, nifaq, and other illnesses which is why the chest is tight, such as doubt for faith, iniquity, enmity and liking injustice, and hating truth and goodness;
3. Guidance to the truth and belief and be spared from the misguided in trust and charity;
4. Mercy for those who believe. This mercy is the result obtained by the mu'minin from the guidance of the Koran. The influences are, always wanting to do the right thing, defending the miserable, preventing tyranny, and rejecting persecution and iniquity.

Al-Maraghi mentioned that the hearts of the believers are happy to receive the grace and mercy of God and that it is more important and more beneficial than all that is accumulated in the form of gold, silver, plant products, selected horses or all other world wealth (Al -Magaghi, 1987).

One of the research of Seligman and Peterson is Positive psychology progress:

empirical validation of interventions. This study states that there are three main factors that affect the most important happiness in someones life. These three factors are set range, circumstances, and factors related to one's desires that can be controlled by someone. If this is related to Islamic teachings, it is clearly seen that the gratitude factor has a very close relationship with the third factor that has been conveyed by Seligman (Setiawan et al., 2018).

Furthermore, research related to happiness and Islam has been widely described in various literatures. Even the scale of measuring happiness has also begun to be arranged. Sahriann made a questionnaire about religious attitudes, Achur et al. Made a scale of the religiosity and strength of human beings. Abdel-Khalek links religious beliefs with happiness, Achour et al. did research about religious commitment, and participate in explaining the relationship between happiness and Islam more broadly. This means that religion has a close relationship with one's happiness. The higher the level of one's religiosity, the higher the chance for someone to be happy (Setiawan et al., 2018).

Thus, Islam is always guiding its people, if they want to achieve true happiness in life, they should not make property (material) as a matter of all things and become the goal of life. The real purpose is to serve God and give thanks for His blessings and gifts, the measure is taqwa, the outcome is ultimate happiness.

Happiness in the Bio-Chemical Concept

Happiness is a condition of feeling peaceful and happy. Someones happiness cannot be measured or described, and changes according to the circulation of time and place. People who look happy aren't necessarily happy, and people who look unhappy aren't necessarily unhappy either. Only the person

himself knows or feels whether he is happy or not.

Happiness is defined by Veenhoven as “the overall appreciation of one’s life as a whole, in short, how much one likes the life one lives”. This is often measured through tests of subjective well-being and life satisfaction. While definitions of happiness may vary, researchers have demonstrated that one’s subjective experience of happiness corresponds with numerous positive health outcomes (O’Brien, 2010).

Overall happiness is the degree to which an individual judges the overall quality of his/her own life-as-a-whole favorably. In other words: how much one likes the life one leads (Land et al., 2012).

According to medical science, pleasure is an activity that can be physically observed in the human brain that occurs due to stimulation of the “pleasure center” nerve. These stimulated nerves will produce hormonal mechanisms that release a chemical from neurons in the brain that results in the feeling of good, happy, and comfort. So, to feel pleasure is easy by stimulating the pleasure nerve center, for example with drugs but the feeling can not last long. While happiness is a state that lasts a long time, not temporary, which is related to the assessment of life as a whole. Failure to distinguish between the meaning of pleasure and happiness makes us often focus on fulfilling pleasure, not happiness itself (Hamim, 2016).

Thus the definition of happiness may vary. Some feel happy if he gets food, position, abundant wealth. On the other hand, there are people who feel unhappy even though their lives are covered by glittering treasure and wealth, high rank and position.

People who live happily live the life with enthusiasm and optimism and far from suffering. They have clear life goals, both long term and short term. They also realize

how happy they are in life even though there is a bad situation in it. According to Jalaluddin happiness is a life choice, the calamity that comes is felt by everyone but happiness comes only from self (Herbayanti, 2009).

The human curiosity for what is the true happiness continues. Research is carried out by economists, psychologists, clergy. In fact, the unhappiness and discomfort of life makes humans feel the need to consume dangerous objects that we call morphine. The purpose of this morphine consumption is to foster self-confidence. Morphine is a type of narcotics that can take someone’s mind to anywhere. Even though the center of happiness is in humans’ inner self. At the very least, the researchers get the focal point of human happiness on hormones and the brain.

1. Limbic

This theory was introduced by Dr. Paul Mclean. According to him the human brain has three layers, each layer has a separate specialization function even though the three are still interconnected (Mahfudz, 2012). The basic layers of the brain are the brain stem or reptile brain, the limbic system or mammalian brain, and the neocortex. The reptile brain is located near the nape of the neck, this part is the center of sensory behavior and instinctively defends itself, especially in a depressed state of self-defense. Limbic, is the part of the midbrain, where emotions are, if positive and pleasant experiences are turned on then limbic is active. Neocortex, is the upper brain, in this part humans can speak, think abstractly, think consciously, plan for the future and solve problems (Darida, 2012).

Furthermore, the part of the reptile’s brain controls most of the important automatic functions, such as the heart, respiration, circulatory system

and other instinctive functions of the body. It works automatically with the instinct of survival, the drive to develop species (sex) (Mahfudz, 2012). The reptilian brain will be active if it is in a condition, stressed, threatened, angry and emotional. Around the reptilian brain there is a very complex and extensive limbic system, or mammalian brain. Mammalian brain is located in the middle part of the human brain. The limbic system (mammalian brain) functions to control our emotions and feelings (Tabi'in, 2017). Emotional intelligence is regulated in large part by the reptile brain which has a limbic system (the mammalian brain), including the subconscious, as well as the sense of living things regulated, including happiness.

In the limbic system there is the amygdala. The amygdala is the center of emotional control in the brain. Amygdala processes matters related to emotions, sadness, anger, lust, affection, happiness, and others (Mahfudz, 2012). The amygdala functions to evaluate the sensory information received. Amygdala works quickly in evaluating danger or threat. The amygdala response is taken over and continued by the results of a more accurate analysis produced by the cortex.

The process of connecting emotions with the brain, when events that trigger emotions such as happiness, the amygdala sends messages to all parts of the brain that triggers the release of hormones.

2. Beta-Endorpin Hormon

In the human body there are substances whose formation depends on humans mindset. These substances are generally known as hormones. Hormones

are messenger substances at the cellular level. This means that these substances that deliver commands from the brain to each cell. If an angry message is conveyed, then the body will react through tension and activity. But if you always deal with everything with a smile and *husnudzon*, what will flow is a beneficial hormone that activates brain cells, and makes the body healthy (Haruyama, 2011).

Hormones are also a messenger that is in charge of transmitting information in the body (neurotransmitters). Without hormones, there will be no thought, taste, or even human action (Haruyama, 2011). The most important hormones related to perspective are adrenaline, noradrenalis, beta endorphin, and encephaline. Noradrenalin is produced in the brain when anxious or stressed. Adrenaline is produced when you are afraid. The beta-endorphin hormone is a type of happiness hormone that is formed from the combination of tyrosine and 31 amino acids (the constituent of proteins)

Endorphin is a combination of the words *endogenous* and *morphine*, which is an element of protein produced by the human nervous system. This element is often called 'morphine' which is produced by the pituitary gland (the gland that produces hormones located at the base of the brain) and the hypothalamus (part of the brain at the base of the skull bones). This hormone acts like morphine, even said to be 200 times greater than morphine. Endorphins or beta-endorphine can cause feelings of pleasure and comfort to make a person energized. Seeing the similarity of this structure, the scientists believe that endorphins have a way of working together with morphins that stimulate happiness. What

distinguishes endorphins does not cause addiction as morphins.

Beta endorphine or happiness hormone will be formed if we act with positive thoughts. This means that if we are able to respond to every stimulus with positive thoughts, the body will produce substances that function as drugs. Conversely, if it reacts with negative thoughts and in bad act then this substance will not become a medicine but instead becomes poison (Haruyama, 2011).

Every thing that is outside the self is stimuli that demand a mental response. If we respond to the stimulus with feelings of displeasure, there will also be a feeling of displeasure within us. Conversely, if you respond to the stimulus with a smile full of pleasure then by itself all things outside of yourself will become entertaining and enjoyable (Anulis, 2011). When we have positive thoughts, beta endorphin is released and we become happy, on the contrary people who are covered with revenge, hate, or anger will not produce beta-endorphins.

The human mind is certainly controlled by habits. Humans who are used to behaving positively will accept everything in a positive way, while humans who habitually behave negatively tend to react to everything that is negative as well (Anulis, 2011).

The explanation can be understood that the process of connecting emotions to the brain and hormones is as follows. When the event triggers happiness, the amygdala sends messages to all parts of the brain that triggers the release of hormones regarding the most primitive reactions, this is done by triggering the center of movement, activating the system cardiovascular, alert muscles and so on. The amygdala also

triggers the release of endorphin hormones. To increase reactions from the main area of the brain. The amygdala also sends messages to the brain stem causing happiness.

Emotional Theories

Discussion about happiness issues is interrelated to emotional problems. Types of human emotions are many and varied. However, human emotions are broadly divided into two categories that are pleasant emotions or positive emotions, and unpleasant emotions or negative emotions.

Pleasant emotions are emotions that cause positive feelings for those who experience them, for example happiness, love, saying, affection, amazed and so on. Unpleasant emotions are emotions that cause negative feelings for those who experience them, such as sadness, hate, anger, and so on.

Regarding to emotions, Bard Bard formulated a theory of physiological influences on emotions. This theory states that physical symptoms are the result of emotions experienced by individuals. According to this theory people cry because they are sad, people laugh because they are happy. This theory is known as the central theory (Khodijah, 2009).

In the central theory it can be seen that the situation gives rise to a series of processes on the nerves. A situation that affects each other between the thalamus (the connecting center between the lower part of the brain and the central nervous system), and the balance tool or cerebellum with the cerebral cortex (the part of the brain that is located near the inner surface of the skull), a part that is related to its work processes such as thinking) means that individuals will experience emotions first and then experience changes in their physicality (Hasan, 2017).

According to Elizabeth Hurlock, happy reactions take the form of calm,

complacency, exuberant excitement, laughter, smile. Young children express happiness with muscle activity, jumping up and down, rolling on the floor, cheering happily, clapping, hugging people, animals or objects that cause excitement (Hurlock, 1991).

The Central Theory of Happiness

Based on the Koran surah Yunus ayah/verse 56-57, it can be seen that happiness is not caused by treasure and wealth (material), but happiness is characterized as a person who:

1. Believers (obedient);
2. Have the words that can soften the heart
3. Have passion to do something / smart;
4. Always in the truth;
5. Always in faith;
6. Do the *ma'ruf* (good deeds);
7. Defending a miserable person;
8. Prevent tyranny;
9. Refused persecution;
10. Rejecting iniquity.

When evaluating the favorableness of life, we tend to use two more or less distinct sources of information: our affects and their thoughts. One can decide that one feels fine most of the time and one can also judge that life seems to meet ones (conscious) demands. These appraisals do not necessarily coincide. We may feel fine generally, but nevertheless be aware that we failed to realize our aspirations.

Or one may have surpassed ones aspirations, but nevertheless feel miserable. Using the word 'happiness' in both these cases would result in three different kinds of happiness, the overall judgment as described above and these two specific appraisals. Therefore the components are referred to as 'hedonic level of affect' and 'contentment'. To mark the difference with the encompassing judgment I will refer to happiness (the core concept) as overall happiness. A synonym for

overall happiness is 'life-satisfaction' (Land et al., 2012).

Hedonic level of affect is the degree to which various affects that someone experiences are pleasant in character. Hedonic level of affect is not the same as 'mood'. We experience different kinds of mood: elated moods, calm moods, restless moods, moody moods, etc. Each of these moods is characterized by a special mixture of affective experience, one of which is 'hedonic tone' or 'pleasantness'. The concept of hedonic level concerns only the pleasantness experienced in affects; that is, the pleasantness in feelings, in emotions, as well as in moods. So a high hedonic level may be based on strong but passing emotions of love, as well as on moods of steady calmness (Land et al., 2012).

Where as the things that make a human unhappy are:

1. Shirk, nifaq, and other diseases;
2. Doubt to believe;
3. Iniquity;
4. Animosity;
5. Likes tyranny;
6. Hate the truth;
7. Hate kindness;

There is also a scientific discovery and emotional theory that the indicators attached to happiness are:

1. Happy;
2. Optimistic;
3. Familiar;
4. Warm;
5. Calm down;
6. Complacency;
7. Overflowing excitement;
8. Laugh;
9. Smile;
10. Muscle activity, such as jumping around, rolling on the floor, cheering, clapping, hugging people, animals or objects that cause excitement.

Based on the two approaches, the Al-Quran/Koran approach and the scientific

approach can be seen that someone who experiences happiness will experience changes in terms of:

1. The mind, which is characterized by an optimistic, calm attitude;
2. Speech, which is marked by soft words and pleases anyone who listens, always gives thanks, prays, good words;
3. Deeds, which are marked by the spirit of doing good deeds (happy to help people, familiar, warm, caring, appreciating);
4. Facial expressions, which are marked by a smile, laughter, cheerful, passionate, uplifting;
5. Muscle activity, which is marked by clapping, jumping, cheering, hugging, shaking hands.

Fun Learning Approach

A number of studies state that emotional development depends on maturity and learning factors, but the learning factor is more important, because learning is a more controllable factor (Hurlock, 1991). Positive emotions can accelerate the learning process and achieve learning outcomes, negative emotions should be able to slow down learning and even stop it altogether.

Successful learning must begin with creating positive emotions in this case is the children's happiness. If the students are happy and enjoy, they can use neocortex for learning tasks. To create a child's happy emotions, a central approach to happiness can be carried out, that are:

1. Comfortable and pleasant atmosphere

Comfortable atmosphere is related to teacher skills in managing a good class. According to Winzer (Winataputra, 2003) that classroom management is the ways in which teachers create a classroom environment so that there is no chaos and provide opportunities for students to achieve academic and social goals. In order to create an exciting

learning atmosphere, it is important to pay attention arrangement of the classrooms. The arrangement of the learning space should allow children to sit in groups and make it easier for the teacher to move freely to assist students in learning.

To emit beta-endorphins in students, teachers must create a learning atmosphere that is fun and free from threats and pressures. The element of fun is a pleasant learning atmosphere so that students focus fully on the learning process. Fun, safe, and comfortable conditions will activate the neo cortex (brain thinking) and optimize the learning process, and reveal the level of self-confidence of children (D. A. P. Dewi & Wibawa, 2017).

Joyful learning in the context of education refers to the positive intellectual and emotional state of the learner. This situation or experience is achieved when a person or group gets pleasure and satisfaction from the learning process. Fun and happy learning characteristics include being deeply involved in a task or experience while having a sense of wonder and curiosity. Usually, educators and students benefit from and feel synchronicity in the learning/teaching experience (D. A. P. Dewi & Wibawa, 2017). Happiness will be felt by the teacher and students in the fun learning process that created.

A fun learning approach can also use hypnoteaching. Hypnoteaching is a learning method that presents subject matter using subconscious languages, because the subconscious has greater dominance over how the brain works. Hypnoteaching is a combination of five teaching and learning methods such as quantum learning, accelerate learning, power teaching, Neuro-Linguistic

Programming (NLP) and hypnosis (Gito et al., 2013).

Learning by using hypnoteaching takes more of the role of the subconscious mind. The frequency of subconscious brain waves that are used are alpha and theta which will produce the hormones serotonin and endorphins. The subconscious brain will release the hormones melatonin, catecholamine and arginent-vasopressin which causes a person to feel comfortable, his mind is very quiet and solemn, his heart feels calm, and happy in his life (Gito et al., 2013).

2. Motivation

Motivation for students is very important in the central approach of happiness, the teacher must be able to convince students that students are able to master the material well. Even if they see students fail, the teacher must not say that it was a failure but that it is only the process of achieving success. Teachers should not be frightening and even stressing students, because it will reduce students' motivation to learn. This motivation also serves to foster students' optimistic attitudes.

There are several techniques to motivate students (Khodijah, 2009):

- a. Rewards. Giving rewards or gifts according to human needs. The form of rewards can be symbolic, such as books, candy. Can also be psychological, such as praise, smile and thumb support.
- b. Achievement value. Grades given as a result of homework, mid test, report cards will have a high motivation value to students.
- c. Competition. In certain situations competition can be a source of motivation. One form of competition ia the speed in doing tasks.

- d. Knowledge of learning outcomes. For every school assignment or homework, knowledge of learning outcomes is very important in providing motivation to students

3. Good habituation

Habituation is a learning method. For young children, habituation is very important because with habituation eventually an activity will become a habit. Good habits will form a human figure who has a good personality. Conversely, bad habituation will form a human figure with a bad personality as well.

Habituating good habits is not easy and sometimes takes a long time but something that has become a habit is difficult to change. For that the important thing is the teacher must instill good habits.

CONCLUSION

There is a kind of morph in humans that if it is managed properly it will emit happiness and calmness. Several perspectives on happiness have been explained in this paper. For psychologists and counselors, this understanding will increase effectiveness in conducting guidance and counseling activities, so that the clients they guide can achieve their spiritual vision, which is a meaningful and happy life.

For the religious adherents, understanding the concept of happiness will certainly make them more engaged in activities that are worth worshipping, because it is believed that religion is one source of happiness because religion provides hope for the future and creates meaning in life for humans and is very effective against despair.

Understanding the concept of happiness also has an influence in learning, for educators. Educators who understand this will always stimulate students in obtaining

positive emotions in learning, so that the knowledge will be more easily accepted by students. Teachers will also always motivate students that the education they take is one of the determinants of significant happiness, because the education pursued will later influence social status through employment status and income that will be obtained after completing education. For this reason, in learning the teacher must be able to create positive emotions, such as the happy emotions of students in order to achieve better learning outcomes.

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