

The Relationship of Peer Social Support and Gratitude with the Happiness of Students' Happiness at the Islamic Boarding School

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ABSTRACT

The learning process activities at Ma'had Aly Hasyim Asyari Tebuireng Jombang are very numerous and have a busy schedule while the technique of presenting material in each course by the lecturer or ustadz uses Arabic communication when explaining the subject matter or when interacting with students. The students must be ready and understand what has been taught by the lecturer or ustadz. This makes some students feel stressed or unhappy during the learning process. This research examines the simultaneous and partial relationship between peer social support and gratitude and happiness. This research uses a quantitative method by collecting data through a questionnaire given to mahasantri Ma'had Aly Hasyim Asyari Tebuireng Jombang using the quota sampling method. The result of the regression test analysis showed that the value $F=59.112$ ($p<0.05$). This means that social support from peers and gratitude and happiness have a significant correlation. The results of the partial correlation test between peer social support and happiness obtained a t value of $= 2.575$ ($p<0.05$). This means that social support of peers with happiness has a significant positive correlation. The results of the partial correlation these between gratitude and happiness obtained the t value $= 7.866$ ($p<0.05$). This means that the gratitude and happiness level of students have a significant positive correlation.

INTRODUCTION

Cottage Islamic boarding schools are educational institutions that have strong roots in society and originate from the original Indonesian culture. In Indonesia, Islamic boarding schools have experienced extraordinary development in their history. This is evidenced by the fact that madrasas and Islamic boarding schools are increasingly participating and contributing to Islamic education in this country (Hamid, 2017). In general, Islamic boarding schools are defined as places where students or santri carry out religious studies and other activities (KBBI, 2005). Islamic boarding schools are distinguished from other educational institutions by five elements, namely a kyai, students, mosques, and dormitories as well as book studies. From all of this, it shows that Islamic boarding schools are places where students learn, understand, and apply Islamic religious education together with prioritizing manners or morals under the guidance of a kyai or ustadz (Romdoni and Malihah, 2020).

According to Zarkasyi (in Fitri and Ondeng, 2022) Islamic boarding schools are places or institutions of Islamic religious education where students live in dormitories with ustadz as the main figures and activities focus on the mosque. The ustadz teach Islam with the guidance of students, and students carry out daily activities with the kyai. Because of their high level of knowledge, the kyai plays an important role in the Islamic boarding school environment. Sociologically, as an influential figure in society, the kyai has the opportunity to provide contribution for various problems faced by society. In this situation, the figure of a leader or kyai who has noble character is considered a valuable source to provide habituation to students during the teaching and learning process (Muhaimin, 2002).

The pesantren model of education has several different features from other education systems (Syamsul, 2010). These traits greatly influence how a person behaves, such as, *nerimo ananing pandum*, like to donate, and be sincere, as well as other traits that are almost non-existent in modern society. Pesantren were established with the aim of building and developing Muslim individuals, meaning those who believe and are devoted to Allah SWT, have good morals, and are useful to those around them. Therefore, people who go to pesantren are called santri. According to Ziemek (1986). The word santri consists of the word "sant", which indicates good character, and "tri", which means likes to help. Therefore, pesantren is defined as a good place for human education. The basic principles of pesantren, unlike the formal education principles, are not explicit in setting goals for pesantren education.

The students who follow the process studying in Islamic boarding schools is a group of Muslim people known as santri among students. Santri are those who obey the commands of Islam obediently (Iva, 2011). Rizki (2010) stated that there are at least two different opinions about the origin of the term "santri". First, the word "santri" etymology comes from the Sanskrit word "Santri", which means literate. Second, the word "Cantrik" comes from the Javanese word. Santri means someone who wants to learn from a teacher and follow him wherever they go or settle. Life student in cottage Islamic boarding school need guidance, training, and guidance from scholars and ustadz.

Learning nature-based nature and life in Islamic boarding schools foster independent characters that are disciplined, honest, independent, religious, loving, simple, respectful, polite, responsible, honest and sincere (Budiyanto, 2014). This study deliberately wanted to find out the happiness of students who have student status or are called mahasantri who live in Islamic boarding schools, namely the mahasantri who study at Ma'had Aly Hasyim Asy'ari Tebuireng Jombang. Ma'had Aly Hasyim Asy'ari Tebuireng Jombang is an Islamic religious university managed by the Tebuireng Islamic boarding school. It was founded and inaugurated by Al Maghfur Lah KH. M. Yusuf Hasyim and Dr. KH. Ir. Slahudin Wachid on the 12th of Sya'ban or September 6, 2006.

School Aly Hasyim Asy'ari was founded with the aim of producing academics who are proficient in Islamic religion and creating a discipline based on yellow books or classical books. They have a strong goal to develop the next generation of Islam who serve the people and master the traditions of the salafus-saleh scholars academically and practically, tafaquh fiad-din with the aim of providing complete religious education through a system that combines universities and Islamic boarding schools, building hadith experts who have the ability to inherit and develop charitable and scientific habits according to modern needs. According to interview data conducted by researchers with several students, in the learning or reciting process at Ma'had Aly Hasyim Asy'ari Tebuireng Jombang, there are many mandatory activities that students must do, including students are required to live in the Islamic boarding school dormitory, must have 1 (one) juz of the Al-Quran memorized in each semester, in addition to being equipped and learning Islamic religious knowledge in the form of aqidah studies, hadith studies and fiqh studies based on yellow books, they are also equipped with various scientific, social, creativity, and cleanliness activities while the presentation of material in each lecture is mostly by lecturers or ustadz using Arabic language communication, both when explaining the subject matter and during interactions between lecturers and students, therefore students must be truly prepared and understand what is taught by the lecturer or ustadz so that some of the students feel pressured during the learning process.

A series of processes learning and the many activities of the students both in college and in the Islamic boarding school could be the reason why some of the students experience unpleasant situations and conditions, are stressed, lack enthusiasm, and do not meet expectations, which can lead to a decrease in the level of happiness for the students, as evidenced by information collected from the findings and observations of researchers with some of the students that some of the students moved (returned to their hometowns or moved to other Islamic boarding schools). This is in accordance with the opinion of Csikszentmihalyi, et al. (in Safaria, 2014) that happy people tend to be more alive, active, and enthusiastic than unhappy people. However, many of the students can still do activities starting from the process of learning to recite the Koran, memorizing the Koran and worshipping enthusiastically.

Study This is because the researcher is curious, what is the basis for some of the students of Ma'had Aly Hasyim Asy'ari Tebuireng Jombang to feel happy and enthusiastic about carrying out their activities as students at the Islamic

boarding school, but there are also some who feel stressed in carrying out their activities as students at the Islamic boarding school, from there the researcher argues that some students who feel happy and enthusiastic about carrying out their activities at the Islamic boarding school are students who go through the process of these activities happily, while students who feel stressed in carrying out their activities as students at the Islamic boarding school are students who experience obstacles in the learning process which reduces their level of happiness.

Focus for this study were late adolescent students who were still students and lived in Islamic boarding schools or called *mahasantri* with ages between 18-21 years, both male and female students. The term "adolescent" is used by Santrock (2023) to describe the period between childhood and adulthood which includes various stages of biological, mental, social and emotional development. Experts often use the age limit of adolescents from 12 to 21 years. This age is also divided into three groups, namely 12-15 years old is early adolescence, 15-18 years old is middle adolescence, and 18-21 years old is late adolescence. According to Monk (2002), the development of adolescent cognition affects their social development. Among the social problems that can be seen by adolescents is their preference for gathering with peers rather than family. The behavior shown by these adolescents is the result of their efforts to join a larger social community.

Due to physical, psychological, social development, and rapid cognitive that occurs during adolescence, Steinberg (2007) stated that this is a characteristic of adolescence. Adolescents experience psychological turmoil at that time. They have two needs: one physical need, namely eating, drinking, and sexual desire, and one psychological need, such as love, security, and freedom. Along with the transformation that occurs and is experienced by adolescents, an adolescent has tasks for the development period that are needed, if the tasks in the development period can be completed properly, they will identify themselves and build positive self-confidence that makes an adolescent able to achieve various achievements or achievements in life so that satisfaction and happiness are achieved.

Everyone should have happiness, especially for young people because this age is a difficult and challenging developmental age. Dewi's opinion (2016), which claims happiness is an important part of adolescent life, is strengthened by the fact that happiness is an important component for adolescents. Adolescence is a time of self-concept formation and identity search (Hurlock, 1980). As Seligman (2011) said, happy adolescents have positive feelings that will help them achieve various achievements or accomplishments in their lives. Because they have found peace with themselves, their emotions are positive, accept and appreciate themselves, can build relationships and take part in activities that are in accordance with the strengths and abilities of the adolescent, because he knows and is confident in his abilities, has the ability to set and fulfill life goals based on the interests he has, and has the ability to achieve various goals in his life.

So important for teenage students in Islamic boarding schools to be able to increase their happiness because happy people are usually more active, happy, and enthusiastic than less happy people. Csikszentmihalyi, et. all. (in Safaria, 2014). Social relations, in addition to social support from peers and gratitude, are one of the various components that influence adolescent happiness. According to Psychology Today, friends are the greatest source of happiness for adolescents, because children have the opportunity to spend time with friends at school or through social media until 21.00. This is due to social changes and the high need for adolescents to communicate and relate to their peers (Cleemput, 2012).

Teenagers expect things like tenderness, togetherness, social acceptance, intimacy, and social relationships. Teenagers need friends to fulfill all these needs. According to Santrock (2007), Adolescent happiness is influenced by the ability of adolescents to fulfill common needs or fail to do so. In addition to peer social support, gratitude is also a component that can affect a person's level of happiness. According to Watskin, et.all (2003). Various types of happiness are related to gratitude. Those who are happy are those who think about being grateful. This is because they are happier and more optimistic than someone who is less grateful. There is evidence that someone who is not grateful is more susceptible to depression and anxiety. (McCollum in Breckler, Olson, and Wiggins, 2006). In addition, gratitude makes people have good emotions, cognitive, and memory, as a result they will have a positive evaluation of their lives. Several elements that influence adolescent happiness, and can help them in dealing with various situations and circumstances in their lives. Happiness is a consideration of aspects of their lives, and gratitude will help them evaluate their lives in a more positive way, which in turn will result in higher happiness. Those who are grateful tend to be happier and more optimistic than those who are less grateful (in Sativa and Helmi, 2013). Gratitude will improve mood. Watkins, (2003). Emotional intelligence and the quality of adolescent friendships are important components that influence happiness, according to Lana and Indrawati (2021).

The reference to happiness that has been explained above, the researcher argues that if in the late teenage years of students in Islamic boarding schools are passed well and happily, then the students will be able to make themselves more optimistic, able to determine and fulfill life goals based on their interests, and able to achieve various achievements or accomplishments during their learning process. In order for students to find, feel and have happiness, there must be factors that influence them, including students must get social support from their peers and a sense of gratitude from the students themselves.

Formulation of research problems This is based on the background:

- a. Whether There is connection supportsocial Friend same age and gratitude for the happiness of students at the Islamic boarding school
- b. Whether There is connection social support Friend same age withhappiness of students at Islamic boarding school
- c. WhetherThere is a relationship between gratitude and the happiness of students at Islamic boarding schools

The purpose of this study is to analyze:

- a. Connection Between Support Social Friend Peers and Gratitude with the Happiness of Students at the Islamic Boarding School
- b. Connection Between Support Social Friend Peers with Happiness Students at Islamic Boarding School
- c. The Relationship Between Gratitude with the Happiness of Students at the Islamic Boarding School

LITERATURE REVIEW

Happiness

According to Carr (2004) Happy people are those who are friendly, optimistic, confident, able to control themselves. Happiness is a positive feeling that can produce pleasant experiences, such as feelings of happiness or peace. Happiness also includes well-being, peace of mind, happiness in life, and the absence of feelings of sadness or sadness. All of these situations indicate a person's happiness. Therefore, happiness is important for everyone, therefore, people often make various efforts to achieve happiness in their lives. Happiness is the main goal of everyone who is enthusiastic about living life. In addition to being important to research and study, Happiness can also have a positive impact on each person, so it is very important for students to have this feeling. With happiness, they are able to encourage themselves to participate in social activities, pay attention to others, care for others, better performance, and have the ability to solve problems appropriately (Myers in Farzace, 2012).

According to Csikszentmihalyi, et. all (in Safari, 2014). Happy people are usually more active, enthusiastic, compared to people who are less happy. In addition, happiness can increase a person's creativity, attention, and optimism. In addition, Fredrickson (in Safari, 2014). That they are more open to new information and better able to convey their broader interests and opinions. Adolescent happiness is when a teenager has a purpose in life, accepts himself, autonomy, and controls his environment, and continues to develop to achieve the best results. Hurlock (1980) said that happiness is when someone feels safe and happy, namely pleasant happiness that arises when a person's needs and desires are met. Positive emotions such as joy, interest, and pride are often experienced by happy people and almost never experience bad feelings such as sadness, fear or anger (Lyubomirsky, et. all, 2005). Happiness is a level of mental health indicated by a high level of life satisfaction, as well as low levels of positive and negative emotions (Carr, 2011). According to Seligman (2005), Happiness can come from past, present and future situations. Past happiness is when someone feels satisfied, relieved, successful, and peaceful. Present happiness includes things like joy, calm, enthusiasm, and happiness. In the future, happiness is a combination of optimism, hope, confidence, and trust.

Peer Social Support

Sarafino (2011) said that social support is related to reciprocity between people, usually defined as getting a sense of security, care, and help from individuals or groups. Attention also includes social support, comfort,

appreciation, and help from individuals or groups (Sarafino & Smith, 2011). Close relationships such as parents, partners, or coworkers can provide social support, siblings, teachers, communities, and peers (Tentama, 2015). Peers, according to Sarafino (Sasmita and Rustika, 2015) are an important source of emotional support during adolescence. Known as peer social support, a person gets physical and psychological support from their peer group so that they feel valued, loved, and cared for as members of a social group.

According to House (in Smet, 1994). Articulating social support as an individual's perspective that may be given by people around him, This results in satisfaction felt as an appreciation for his attention and help in close relationships. A person's perception of the support given by his peers is called peer social support, which produces a sense of pleasure and finds that younger people have the opportunity to develop. In addition, peers help others do new things and encourage them to do so (in Smet, 1994).

Gratitude

Watkins(2003) stated that Gratitude is when we appreciate every part of our life that God has given us and know how important it is to express this feeling. Grateful people will appreciate any blessings or gifts because of the high sense of social appreciation (Watkins, 2014). However, according to Seligman (2002), Gratitude is a feeling that makes someone grateful and thankful for all the events they experience in their lives. According to Wood (2008), gratitude can be described as the result of emotional and cognitive reactions caused by the awareness that someone experiences and gives them a sense of value. One of the elements that influences psychological well-being is feelings of gratitude. This is because gratitude shows positive thoughts, which are then followed by actions (Wood, Joseph, and Maltby, 2009).

Segun Seligman(2004), gratitude is a positive feeling to enjoy and be thankful for a gift. According to (McCullough, et. all., 2004), Gratitude is an emotion that results from a moral attitude. This can be compared to moral affections such as empathy, guilt, and shame. When someone has the opportunity to handle an accident faced by others, they can feel sympathy or empathy, while when someone cannot carry out their responsibilities, they feel ashamed and guilty.

Basis of Thought

Of the factors that influence the happiness of the students as suggested above, so in the framework of thinking the researcher is of the opinion that:

1. When a student Ma'had Aly Tebuireng Jombang The students will be happy if they get social support from their peers, because there is a tendency for positive responses towards them so that the students can go through the learning process and go through the routines of the Islamic boarding school with a sense of optimism and hope.
2. When The students of Ma'had Aly Tebuireng Jombang are always grateful or feel grateful, so the students will feel happy because there is a tendency for a positive response towards themselves so that the students are able

to go through the learning process or daily life at the Islamic boarding school with feelings of joy and enthusiasm.

3. When The students of Ma'had Aly Tebuireng Jombang receive social support from their peers and gratitude, so the students will feel happy because there is a tendency for a positive response to their future so that the students can undergo the learning process and carry out routines at the Islamic boarding school with a sense of optimism and hope.

Hypothesis

Following is the hypothesis that the author will test based on the theory outlined in the literature review:

1. There is a relationship between peer social support and gratitude with the happiness of students at Islamic boarding schools.
2. There is a positive relationship between peer social support and the happiness of students at Islamic boarding schools.
3. There is a positive relationship between gratitude and the happiness of students at Islamic boarding schools.

METHODOLOGY

Study This uses quantitative methods using partial analysis and correlational regression, analysis of numerical data or numbers processed through statistical methods is the main focus in quantitative research. This correlation technique research consists of two independent variables, each one dependent variable (bound) and two independent variables. In this study, the researcher also did not take subjects as a whole from the population of students of Ma'had Aly Hasyim Asy'ari Tebuireng Jombang, but took subjects or partial samples by quota sampling from the population of students of Ma'had Aly Hasyim Asy'ari Tebuireng Jombang.

All members of the mahasantri mahasantri Ma'had Aly Hasyim Asy'ari Tebuireng Jombang is included in this population which consists of 317 students consisting of 195 male students and 122 female students. The variables in this study can include everything that may be the subject of research. In addition, the research variables contribute to the events or symptoms being examined.

The following are the variables in this study:

1. Dependent Variable (Y): Happiness
2. Independent Variable (XI): Social Support from Peers
3. Independent Variable (XII): Independent variable (X2): Gratitude

To analyze data In this study, multiple regression analysis was used. Normality, Linearity, and Multicollinearity tests were performed in the analysis process.

RESEARCH RESULT AND DISCUSSION

Subject Description

Table 1 Peer Social Support Variable Categorization Data

Categorization	Amount	Presentation
Very High (161 - 200)	26	25.6%
High (134 - 160)	65	54.9%
Medium (108 - 133)	21	18.6%
Low (81 - 107)	0	0 %
Very Low (40 - 80)	1	0.9%
	113	100%

Source: IBM SPSS Series 20 Program Statistical Output for Windows

The previous table shows that the majority of research subjects have high peer social support. This can be observed in the topic of the level of Peer Social Support in the Very High category as many as 26 respondents (25.6%) of the total number of 113 respondents. while subjects who have a high level of peer social support as many as 65 respondents (54.9%).

Table 2. Data Categorization of Gratitude Variables

Categorization	Amount	Presentation
Very High (161 - 200)	31	27.4%
High (134 - 160)	61	54 %
Medium (108 - 133)	20	17.7%
Low (81 - 107)	1	0.9%
Very Low (40 - 80)	0	0 %
Total	113	100%

Source: IBM SPSS Series 20 Program Statistical Output for Windows

The previous table shows that the majority of research subjects have a high level of gratitude. This can be seen in subjects whose level of Gratitude is in the Very High category as many as 31 respondents (27.4%) out of a total of 113 respondents. Meanwhile, there were 61 respondents (54%) who had a level of gratitude in the High category.

Table 3. Happiness Variable Categorization Data

Categorization	Amount	Presentation
Very High (161 - 200)	67	59.3%
High (134 - 160)	32	28.3%
Medium (108 - 133)	14	12.4%
Low (81 - 107)	0	0 %
Very Low (40 - 80)	0	0 %
Total	113	100%

The previous table shows that the majority of research subjects have a very high level of Happiness. This can be seen in the subjects in the Very High category as many as 67 respondents (59.3%) of the total 113 respondents. Meanwhile, subjects with a high level of happiness were 32 respondents (28.3%). The above categories are based on hypothetical statistics. When using hypothetical statistics, measuring instruments are used as a reference. The measuring instruments used must have been validated before carrying out this procedure (Azwar, 2020).

Hypothesis Testing

a. Test first hypothesis

Hypothesis The beginning of this study is that there is a correlation between the happiness of the students of Ma'had Aly Hasyim Asy'ari Tebuireng Jombang and peer social support.

Table 4 Results of the First Hypothesis Test

Model	F	Sig.(p)
SupportPeer Social and Gratitude with Happiness	59,112	0,000

Source: IBM SPSS Series 20 Program Statistical Output for Windows

Results regression analysis according to the table above obtained the value of $F = 59.112$ Sig = 0.000 ($p < 0.05$). The coefficient of determination was obtained = 0.518 which shows that the gratitude factor and peer social support contributed 51.80% to happiness, peer social support contributed 9.75% and gratitude 42.04% to happiness.

Results The analysis shows that in the Mahasantri Ma'had Aly Hasyim Asy'ari Tebuireng Jombang, the hypothesis states that there is a strong relationship between gratitude and the happiness received and social support from peers.

b. Test second hypothesis

Hypothesis The second study is that there is a correlation between the happiness of the students of Ma'had Aly Hasyim Asy'ari Tebuireng Jombang and peer social support.

Table 5 Results of the Second Hypothesis Test

Model	t Partial	Sig. (p)
SupportPeer Social with Happiness	2,575	0.011

Source: IBM SPSS Series 20 Program Statistical Output for Windows

Based on the results of the data analysis of peer social support variables obtained the coefficient value $t = 2.575$ Sig = 0.011 ($p < 0.05$). It is

interesting that there is a significant positive correlation between peer social support and happiness. There is a positive relationship indicating that happiness is positively correlated with peer social support, and conversely, happiness is negatively correlated with lower peer social support. The results of the analysis indicate that the hypothesis of Mahasantri Ma'had Aly Hasyim Asy'ari Tebuireng Jombang which states that there is a positive correlation between peer social support and happiness is true.

c. *Testthird hypothesis*

The third hypothesis from this study is that there is a correlation between happiness and gratitude in Mahasantri Ma'had Aly Hasyim Asy'ari Tebuireng Jombang.

Table 6 Results of the Third Hypothesis Test

Model	<i>t Partial</i>	Sig. (p)
Gratitudewith Happiness	7,866	0,000

Source:IBM SPSS Series 20 Program Statistical Output for Windows

Coefficient valuet = 7.866 was found, with sig = 0.000 ($p < 0.05$). This confirms a strong correlation between happiness and peer social support. A positive relationship means more gratitude means more happiness, and less gratitude means less happiness. According to the results of the analysis, the hypothesis that gratitude has a positive relationship with happiness is accepted at Mahasantri Ma'had Aly Hasyim Asy'ari Tebuireng Jombang.

DISCUSSION

Based on the analysis findingshypothesis test of this study, it turns out that there is a strong correlation between peer social support and gratitude with the happiness of students of Ma'had Aly Hasyim Asy'ari Tebuireng Jombang, which is proven by the results of the regression analysis obtained the value of $F = 59.112$ Sig = 0.000 ($p < 0.05$). The coefficient of determination is obtained = 0.518 which means that the variables of peer social support and gratitude contribute 51.80% to happiness, peer social support provides assistance of 9.75% and gratitude 42.04% to happiness. As a result of the analysis of the hypothesis test of this study, it was found that there is a correlation between the happiness of students of Ma'had Aly Hasyim Asy'ari Tebuireng Jombang and peer social support. This supports research conducted by Rachmaraissa, (2021) that gratitude and social support have a significant correlation with happiness according to the results of multiple regression analysis ($R=0.563$, $F=24.078$, $p=0.000$).

Hypothesissecond in this study Based on the data analyzed, the coefficient value $t = 2.575$ Sig = 0.011 ($p < 0.05$). This confirms a strong correlation between peer social support and happiness: more peer social support, more happiness of Ma'had Aly Hasyim Asy'ari Tebuireng Jombang students, and less peer social

support, less happiness. The findings of this study are consistent with the findings of previous studies, namely Alvionita (2022) which stated a strong relationship between student satisfaction when working on a thesis and social support, more social support from peers means more happiness of students working on a thesis, and less social support means less happiness of students. Supporting research conducted by Harijanto, (2017), that his findings showed a positive relationship between social support and happiness of migrant students at University X Surabaya; more social support, more happy migrant students, and less social support, fewer happy migrant students.

The third hypothesis in this study The coefficient value was found as a result of the analysis of gratitude variable data with a coefficient of $t = 7.866$ Sig = 0.000 ($p < 0.05$). This shows that peer social support has a strong correlation between happiness and happiness levels. When the gratitude of Ma'had Aly Hasyim Asy'ari Tebuireng Jombang students is higher, their happiness is higher, and when gratitude is lower, their happiness is lower. This study supports the findings of previous studies, namely Vany (2022) who stated that gratitude has a clear positive correlation with student happiness during the pandemic. Also supported by research conducted by Dewi, (2019), that there is a strong positive correlation between gratitude and happiness of Bidikmisi scholarship recipients; in other words, the higher the gratitude of Bidikmisi scholarship recipients, the happier they are, and vice versa, the lower their gratitude, the happier they are.

Study also conducted by Prabowo and Laksmiwati (2020) showed a good relationship between gratitude and happiness of psychology students at the State University of Surabaya. This means that psychology students at the State University of Surabaya feel happier when they recognize themselves more, and conversely, psychology students at the State University of Surabaya experience lower levels of happiness if they are less grateful.

According to the discussion above, it means when students receive expressions of attention, empathy, and concern from their peers that make students happy, relieved, proud, and at peace regarding their past, when students feel appreciated, get approval, compare themselves well with others and get direct help, such as material assistance, work, and time from their peers so that students become enthusiastic, feel happy, and happy in the present, and when students receive advice or suggestions from their peers so that students feel confident and optimistic about their future. When students are grateful by avoiding negative thoughts such as feeling satisfied with what they have, having a sense of satisfaction with what they have, or feeling that they have received many blessings or gifts so that students feel satisfied, relieved, proud, and at peace, when students are grateful for simple things so that students become enthusiastic, feel happy, and happy, when students feel grateful for the presence of others and their contributions to the life they live so that students feel confident and optimistic about their future

Matter This is like the concept presented by Watkins, Woodward, Stone and Kolts, (2003) because gratitude is related to many aspects and parts of happiness, happy people are those who have a way of thinking about being

grateful. Happiness can be influenced by self-satisfaction, family, friends, health, income, work, and free time, according to Diener et al. (in Carr, 2004). According to Cleemput (2012), the greatest source of happiness for teenagers is friends, where they can spend time with their friends, either at school until midnight or through social media. This is a result of the social changes experienced by teenagers and their high need to communicate and relate to peers. Reported from Psychology Today. According to the concept of (Primasari and Yuniarti, 2012). Social relations are one of the sources of happiness for teenagers. Factors that influence happiness include gratitude and social support from peers.

This study certainly has limitations, because it only conducted in Islamic boarding schools, so there may be differences if conducted outside Islamic boarding schools. The respondents taken were students, there may be differences in results if conducted on students or other teenagers who are in accordance with the age of 18 to 21 years. Peer social support and gratitude are the only independent variables implemented in this study. There is a large percentage in increasing the level of happiness if using other variables.

CONCLUSIONS AND RECOMMENDATIONS

After examining the data and discussing the problem, it can be concluded that the happiness of students of Ma'had Aly Hasyim Asy'ari Tebuireng Jombang in the 2023/2024 academic year is related to peer social support and their gratitude who live in the Islamic boarding school. In addition, peer social support and gratitude correlate with the happiness of students of Ma'had Aly Hasyim Asy'ari Tebuireng Jombang in the 2023/2024 academic year. It is proven from the results of the regression analysis according to the table above, the value of $F = 59.112$ Sig = 0.000 ($p < 0.05$) was obtained. The coefficient of determination = 0.518 was obtained, which means that the variables of peer social support and gratitude contributed 51.80% to happiness, peer social support contributed 9.75% and gratitude 42.04% to happiness.

In a state of alone (partial), peer social support shows a significant positive relationship with happiness. This is indicated by the coefficient value of $t = 2.575$ Sig = 0.011 ($p < 0.05$). The researcher found that the happiness of students of Ma'had Aly Hasyim Asy'ari Tebuireng Jombang is positively correlated with peer social support. Conversely, the lower the peer social support, the lower the happiness of students of Ma'had Aly Hasyim Asy'ari Tebuireng Jombang.

In a state of itself (partial) gratitude also shows a strong positive correlation with happiness. This is indicated by the coefficient value of $t = 7.866$ Sig = 0.000 ($p < 0.05$). The researcher found that the level of gratitude of students of Ma'had Aly Hasyim Asy'ari Tebuireng Jombang is related to the level of happiness of students of Ma'had Aly Hasyim Asy'ari Tebuireng Jombang. Conversely, a lower level of gratitude is related to the level of happiness of students of Ma'had Aly Hasyim Asy'ari Tebuireng Jombang.

Simultaneously, the happiness of male students of Ma'had Aly Tebuireng Jombang is significantly higher than the happiness of female students of Ma'had Aly Tebuireng Jombang. Referring to the results of the study, it shows that the

happiness of students of Ma'had Aly Hasyim Asy'ari Tebuireng Jombang is associated with gratitude and social support from peers. Therefore, the researcher suggests that students always maintain and maintain social relationships with peers in order to support each other or strengthen social support so that students of Ma'had Aly Hasyim Asy'ari Tebuireng Jombang get emotional, appreciation, instrumental, and informative support from their peers and are able to carry out the learning process at the Islamic boarding school with optimism and happiness.

Researchers also suggest that students always be grateful and thankful to others so that the students have a sense of abundance, can appreciate simple pleasures and are able to appreciate others which makes the students of Ma'had Aly Hasyim Asy'ari Tebuireng Jombang able to carry out the learning process at the Islamic boarding school with optimism and happiness.

ADVANCED RESEARCH

Considering that the results. This study has proven that peer social support and gratitude have a significant correlation with happiness; partially, there is a positive correlation between peer social support and happiness, the relationship between gratitude and happiness also has a significant correlation, so it is suggested to further researchers that if they conduct research that raises a similar theme, they should try to use a more complex approach or method, for example using the variables of Religiosity, Spirituality Well-being, Psychological Well-being, Personality or Adolescents who earn income in order to find out that happiness is more likely to be influenced by what variables, so as to add insight or applications that are useful for Social Psychology and academic science.

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