Analysis of The Needs of IAIN Curup Lecturer and Educational Personnel to Create Happiness in The Workplace

Dewi Purnama Sari,[1] Sutarto,[2] Hamengkubuwono[3]

Institut Agama Islam Negeri (IAIN) Curup
*Korespodensi: *dewipurnamasari@iaincurup.ac.id*

ABSTRACT

This qualitative research with a phenomenological approach aims to analyze the needs of IAIN Curup lecturers and educational staff related to the hope of realizing happiness in the workplace. Research informants consisted of 149 lecturers and 59 educational staff. The data collection technique used semi-structured interviews and analyzed using thematic analysis, then checking the validity of the data using source triangulation. Based on the research results, it is known that in order to create happiness in the workplace, lecturers and educational staff at IAIN Curup expect improvement, maintenance, and arrangement of workplace facilities and environment, attention and support from leadership, clear SOPs for work, provision of rewards and openness in work.
Keywords: Lecturers, Educational staff, Happiness at work

A. INTRODUCTION

Employee happiness at work is essential to creating a healthy and productive work environment. Employee happiness will directly impact their work productivity (Mustofa & Prasetyo, 2020; Satriawan dkk., 2019). Employees who feel happy and satisfied with their work are twice as likely to be more enthusiastic and creative, have higher performance, and want to be with the organization to do their work longer than unhappy employees (Pryce-Jones & Lindsay, 2014). Research results show that employees with a higher level of well-being have better performance than those with a low level of well-being (Luna-Arocas & Danvila-del-Valle, 2021; Warr & Nielsen, 2018). Other research explains that employees with higher happiness levels have better work productivity (Peiró dkk., 2019). This shows that employee happiness at work is an essential factor that needs to be considered in an organization.

Apart from that, happiness at work can trigger internal solid motivation, which has implications for increasing operational efficiency and overall work results to achieve organizational goals (Hassanzadeh & Mahdinejad, 2013; Hemmati, 2018). A happy work environment will positively impact organizational culture by creating a more collaborative and inclusive atmosphere and supporting employee potential in a better direction (Grera & Abd Hamid, 2021). Employees feel more connected to each other, which promotes effective teamwork and innovative ideas (Hashim dkk., 2021). In addition, a happy work culture also encourages open communication, better management, and higher levels of satisfaction among all members of the organization (Argyle, 1989; Sudibjo & Manihuruk, 2022). To achieve long-term success, every organization must recognize the importance of happiness in the workplace and invest in creating a work environment that supports employee happiness (Clark, 1997; Luna-Arocas & Danvila-del-Valle, 2021). Happiness at work is not only a goal to be achieved by every employee. However, it is also an essential factor in increasing productivity, talent retention, and organizational culture to improve the overall quality of the organization.

The reality is that not all individuals find happiness at work. Based on the results of a survey conducted by the Accenture Research Institute on 30 countries, Indonesia is the country that has the most unhappy employees at work, and only 18% of employees feel happy and satisfied with their work (Manggaharti & Noviati, 2019). The survey results also revealed that 33.4% of employees who were unhappy at work were in the age range of 22-27 years and had work experience of 1-4 years (Lestiani, 2017; Nandini, 2017).

Many factors cause individuals to be unhappy at work. Research results found that ineffective communication, excessive workload, inadequate salary, and lack of appreciation for achievements can cause individuals to feel unhappy at work (Bahagia & Putri, 2021; Mahani dkk., 2020). Other research explains that inappropriate leadership patterns, work that is not competent, an uncomfortable workplace, and the absence of opportunities for self-development can also trigger employee dissatisfaction at work (Rodríguez-Muñoz & Sanz-Vergel, 2013; Saban dkk., 2020; Yousaf dkk., 2019). The main factor that causes employees to be unhappy at work is unpleasant environmental conditions, both physical and social (Adhisty dkk., 2022; Laba & Kusumaputri, 2020). Dissatisfaction in the workplace will trigger negative emotions and unhappiness and can even lead to stress.

There are several ways you can increase individual happiness at work. However, in general, it can be grouped into two sources, namely those originating from individual contributions and actions and contributions from organizational actions (Pryce-Jones & Lindsay, 2014; Rahmi, 2019). To increase happiness at work, individuals can train themselves to be grateful and accept existing conditions (Ramirez-Garcia dkk., 2019) and establish positive social relationships with leaders and fellow employees (Mert dkk., 2022). Another opinion explains that increasing individual happiness at work can be done by prioritizing a balance between work and employee competence (Manggaharti & Noviati, 2019). Promoting employee career development and personal growth is also one of the strategic actions of organizations to increase employee happiness (Kun & Gadanecz, 2022; Yap & Badri, 2020). Leaders provide equal opportunities for employees to participate in training and personal development, develop clear career plans, and support employees in achieving their goals (Alameeri dkk., 2021). Providing recognition and appreciation to employees for work achievements is also essential for organizational leaders (Thompson & Bruk-Lee, 2021).

Another opinion states that individuals will feel happy if they are trusted and trust the people at work. What they do makes them proud and comfortable at work (Basalamah & As'ad, 2021). Three essential factors determine the happiness and enthusiasm of employees in an organization: equity, achievement, feedback, and friendship with teammates (Aryanti dkk., 2020; Fidyah & Setiawati, 2020). On the other hand, organizations need to listen to employee input regularly. To make this happen, organizations can conduct employee satisfaction surveys or hold regular meetings to allow employees to discuss their needs, aspirations, or problems (Fidyah & Setiawati, 2020).

Listening well and responding to employee concerns can help an organization improve its policies and practices, creating a more satisfying environment for all employees. This effort must be carried out on an ongoing basis and must be supported by a commitment from the organization's top leadership. With these actions, organizations can create a work environment that supports individual happiness at work, positively impacting employee performance and retention.

The State Islamic Institute (IAIN) is the only State Islamic Higher Education Institution in Rejang Lebong Regency, which has experienced many significant changes both in terms of status, number of lecturers and educational staff, number of students, number of study programs and in terms of management (Hidayah, Personal Communication, October 21, 2022). In 2022, there will be 2,046 recorded at PDDIKTI and 26 study programs, five of which are Master's study programs and two doctoral study programs (M. Istan, Personal Communication, October 22, 2022). Judging from management, IAIN Curup has been managed well to improve services, facilities, and infrastructure towards a quality and competitive higher education institution in developing moderate Islamic-based science at the Southeast Asian level in 2045 (IAIN Curup Vision and Mission Document, 2019). However, to improve this management, it is necessary to analyze the needs of lecturers and education staff about various things expected to create a happy work environment. This must be done because study results show that happiness at work greatly influences motivation, performance, productivity, and organizational commitment (Luna-Arocas & Danvila-del-Valle, 2021).

This research aims to analyze the needs of IAIN Curup lecturers and educational staff related to various hopes for realizing happiness in the workplace. It is hoped that the results of this research can be used as an essential reference by policymakers to determine strategies and steps in preparing activity planners to realize IAIN Curup's vision to become a quality higher education institution that can compete not only at the national level but also at the Southeast Asian level.

B. LITERATURE REVIEW

1. Definition and Characteristics of Happiness in the Workplace

In the Big Indonesian Dictionary, "happiness" comes from the word happy, which means a state or feeling of being happy, peaceful, and free from all troublesome things (KBBI, 2016). *Happiness* is a pleasant feeling reflected in the form of enjoyment, satisfaction, comfort, happiness, or positive emotions (Rahman dkk., 2022). Happiness is

an abstract experience that cannot be touched or touched and is closely related to the psychological state of the individual who experiences it (Anugrah dkk., 2019). Happiness can improve quality of life, well-being, and motivation to achieve goals.

Another opinion explains that happiness is a positive feeling that can bring peace, pleasure, and prosperity to life (Banusu & Firmanto, 2020). Happiness also affects a person's psychological state, characterized by a high degree of satisfaction and positive effects and a low level of adverse effects (Pratiwi & Ahmad, 2020). People who are happy are usually optimistic and open, appreciate all their potential, and can control themselves (Handayani, 2021). Martin, E.P, (2019) stated that happiness results from an assessment of oneself and life, producing positive emotions. Indriana explained that positive emotions are enjoyment, joy, well-being, and pleasant feelings. According to Kato & Wilson, (2023), happy people live a purposeful life, can overcome problems and achieve life goals, are rarely disappointed, are honest and responsible, can build relationships with other people, have lots of friends, accept criticism, and are not anxious in living life.

Happiness consists of several aspects, namely positive interactions with other people, full involvement, finding the meaning of life in carrying out activities, being realistically optimistic, and having good resilience in facing various problems (Martin, E.P, 2019). Another opinion explains that happiness includes several aspects, including fulfilling physiological, psychological, social, and spiritual needs (Takdir, 2019; Tanzer & Weyandt, 2020). A person will feel happiness if a person has three aspects: acceptance, achievement, and affection (Chaplin, 2020; Hurlock, 2020). These three aspects are necessary for a person to achieve happiness.

2. Factors that influence Happiness at Work

Danna & Griffin (1999) explain that several factors influence happiness at work. First, work settings. Work setting, or work environment, refers to the physical and environmental conditions in which work is carried out. This includes where individuals work, the room's layout, the equipment used, and the overall work atmosphere (Alameeri dkk., 2021). Work settings also involve social elements, such as workplace culture, relationships between employees, company policies, and norms that influence individuals to interact and perform (Salas-Vallina & Alegre, 2021). Work settings significantly influence individual happiness, productivity, and job satisfaction (Alameeri dkk., 2021).

Second, personality traits. Personality traits are consistent characteristics that determine how a person behaves, thinks, and feels in various situations (Danna & Griffin,

1999). Several theoretical models categorize and measure personality traits, one of which is the Big Five model, which includes five main dimensions, namely extroversion (level of sociability and courage), introversion (level of delay and a more careful approach to situations), neuroticism (level of anxiety and emotional stability), openness (level of creativity and interest in new experiences), and caring (level of responsibility and compliance with social norms (Nikčević dkk., 2021; Şahin dkk., 2019). Every individual has this unique combination of personality traits, which form distinctive patterns of behavior and emotional responses in various situations. The importance of personality traits lies in their impact on a person's daily life. For example, someone with a high level of extroversion tends to be more comfortable in social interactions, while individuals high in neuroticism may be more susceptible to anxiety and stress. Personality traits also play an essential role in career choice, interpersonal relationships, and personal development (Buecker dkk., 2020). Understanding a person's personality traits can help in making better decisions, both in professional and personal contexts, and allows individuals to recognize their potential strengths and weaknesses for better self-development.

Third, occupational stress. Job stress, or occupational stress, is the stress experienced by a person due to the demands and pressures in their work environment (Danna & Griffin, 1999). This can stem from various sources, such as time pressure, excessive workload, interpersonal conflict, unrealistic task demands, or job uncertainty (Singh dkk., 2020). Job stress can harm an individual's physical and mental well-being, including health problems such as sleep disorders, depression, anxiety, and even the risk of heart disease (Nikčević dkk., 2021). In addition, work stress can also affect productivity, work performance, and workplace relationships, so managing it well is important for individuals and organizations (Kakemam dkk., 2019; Wong dkk., 2021). Organizations should strive to create a work environment that supports a balance between work and personal life and provide employee wellness programs to help reduce stress. On the other hand, individuals also need to have personal stress management strategies to cope with high work demands. Understanding the sources of job stress, assessing your ability to cope, and seeking support when needed are essential steps in managing job stress and maintaining overall well-being.

Fourth subjective well-being. Subjective well-being is a concept that refers to an individual's assessment of the quality of his or her own life and happiness. It includes aspects such as life satisfaction, happiness, job satisfaction, and a general feeling of personal well-being (Danna & Griffin, 1999). Subjective well-being is more subjective than objective because it is based on an individual's views, perceptions, and life evaluation

(Kamaliya dkk., 2021). Subjective well-being is very personal and unique (Julika & Setiyawati, 2019). Therefore, studies need to be carried out in an organization to help understand the factors that influence individual happiness and how to improve the subjective well-being of employees who work in an organization (Suseno & Pramithasari, 2019). Understanding subjective well-being is also essential in making decisions and policies to improve the quality of life and happiness of individuals working in an organization.

Fifth, eudaimonic well-being. This term comes from "eudaimonia" in ancient Greek, which refers to happiness obtained through fulfilling human potential and meaningful life (Danna & Griffin, 1999). In eudaimonic well-being, developing individual engagement and motivation in work is essential. Individuals work to achieve higher life goals and not just to fulfill physical needs (Chairunnisa dkk., 2022). This understanding emphasizes that true happiness is not only emotional but also feeling satisfied and fulfilling human potential (Bartels dkk., 2019). Eudaimonic well-being provides the basis for living a meaningful and meaningful life.

Sixth, social welfare. Social welfare is employees' overall condition and work environment experience that reflects satisfaction, support, and fairness. It includes inter-employee relationships, work culture, and organizational norms contributing to collective well-being (Danna & Griffin, 1999)). Workplaces that support social welfare tend to have open communication, good team collaboration, and policies that promote inclusivity and diversity (Febriana, 2023). Employees feel appreciated and supported and have a sense of ownership of the organization's goals and values, which can increase individual motivation and loyalty (Chairunnisa dkk., 2022). Social welfare in the workplace includes various elements that create a healthy, inclusive, fair, and sustainable work environment (Sekarini dkk., 2020). This impacts employee happiness and quality of life, productivity, and positive organizational impact.

C. METHOD

This research is qualitative research using a phenomenological approach. The phenomenological approach is an approach in qualitative research to reveal the experiences or perspectives of a person or group of people in a natural setting. Phenomenological research aims to understand the meaning of a particular experience or phenomenon (Creswell, 2015, 2015; Moleong, 2021). The research informants comprised

149 Curup State Islamic Institute (IAIN) lecturers and 59 educational staff. The data collection technique used semi-structured interviews. Semi-structured interviews are one type conducted by research using interview guidelines, which can still be developed when conducting interviews (Sugiyono, 2017). This interview revealed the hopes of IAIN Curup lecturers and educational staff in managing Islamic religious higher education institutions to achieve happiness in the workplace. Several aspects that the researcher will reveal through interviews can be seen in the following table:

Table 1
Aspects of Happiness at Work

No.	Aspects of Happiness at Work	Hope
1	Work-setting	Expectations of lecturers and education staff regarding a healthy work environment that guarantees safety
2	Personal traits	It is hoped that lecturers and employees will have encouragement, healthy competition, be actively involved in their work, and have control from within.
3	Work stress	Expectations of lecturers and educational staff regarding a work environment that can avoid or reduce stress in the workplace
4.	Subjective well-being	The expectations of lecturers and educational staff regarding the work environment are to increase happiness or subjective well-being.
5.	Eudaimonic well-being	The expectations of lecturers and educational staff for the work environment are to promote eudaimonic well-being or happiness.
6.	Social welfare	The expectations of lecturers and educational staff for the work environment are to promote happiness or social well-being or happiness.

The data obtained was then analyzed using thematic analysis. Thematic analysis was carried out to identify and understand themes that emerged repeatedly through interviews with research informants (Rozali, 2022). These themes represent the essence of the data obtained and help understand the deeper meaning (Sitasari, 2022). Thematic analysis is carried out through five stages: data collection, understanding the data, coding, finding themes, and concluding (Heriyanto, 2018). It is done through source triangulation to check the validity of the data. Researchers collect data or information from several different sources to confirm or check the findings or information found (Bachri, 2010; Rahardjo, 2010). The main aim of source triangulation is to reduce the potential for bias or error and to strengthen confidence that the findings or interpretation of data are accurate and trustworthy (Soendari, 2012; Syahran, 2020).

D. RESULTS AND DISCUSSION

Based on the data grouping, several important themes were found related to the hopes of lecturers and education staff to create happiness in the workplace. For more details, see the following table:

Table 2
Essential Themes: Expectations of Lecturers and Education Personnel in Creating Happiness in the Workplace

No.	Aspects of Happiness at Work	Essential Themes
1	Expectations of lecturers and educational staff regarding work settings that can support happiness in the workplace	1. Improved health facilities and services 2. Improved facilities that support work 3. Additional personnel 4. Arrangement of the campus physical environment 5. Maintaining the campus's physical environment
2	Expectations of lecturers and educational staff in empowering personal traits	1. Give appreciation and rewards 2. Facilitate self-development and knowledge 3. Support leadership
3	Lecturers and education staff hope to avoid or reduce work stress.	1. Explain the job description 2. Not authoritarian 3. Openness 4. Be actively involved in every activity 5. Clarity of procedures
4	Expectations of lecturers and educational staff to improve subjective well-being	1. Provide verbal support 2. Provide motivation 3. Give praise 4. Ask about the difficulties faced at work 5. Provide a solution
5	Expectations of lecturers and educational staff to improve eudaimonic well-being	1. Complete work facilities 2. Giving appreciation and rewards 3. Moral and material support
6	Expectations of lecturers and educational staff to improve social welfare	1. Be open-minded 2. Open communication 3. Employee gathering

The table above reveals that the expectations of lecturers and education staff regarding work settings that can support happiness in the workplace include two things, namely occupational health and safety. The expectations of lecturers and educational staff regarding management that supports health include improving facilities and types of health services. This is according to the following interview quote:

"... health facilities need to be improved, and clinics should be enlarged, located in places that are easily visible and accessible..." (Ami)

"...the existence of clinics needs to be socialized, what types of health services are provided, what examinations and treatments can be provided..." (Nurma)

"...personnel or the number of health workers needs to be increased, if necessary, there will be a doctor and staff on-site according to working hours so that when someone wants treatment, they can be treated immediately..." (Fema)

"...our campus must be like other universities, have a clinic that is quite representative, there is a doctor, if there is no doctor there is still a doctor who comes at least once a week, additional types of health examinations such as eye, dental, etc...."(Busra)

"...lecturers and employees need to be facilitated with regular health checks such as checking blood pressure, blood sugar, cholesterol, uric acid, increasing the number of medicines, and also needing to increase the types of examinations such as checking eyes and pregnant women..." (Meli)

"...if possible, BPJS contributions for employees or contract employees will be fully borne by the campus. If possible, lecturers or employees who suffer from serious or chronic illnesses can get help with medical costs..." (Deli)

To achieve individual happiness in the workplace, it is necessary to be equipped with work safety support facilities. So that work safety is guaranteed, lecturers and education staff hope for additional personnel, improvement of work facilities, and arrangement and maintenance of the campus's physical environment. This is in line with the results of the interview as follows:

"...it is necessary to add additional personnel, the number of personnel should be following the ratio of the number of students served, such as in the library the number of new librarians is five people while the number of students to be served is around five thousand. Ideally, the ratio of librarians to students is 1:500, so there should be ten librarians while there are only 5..." (Ike)

"...every study program should have staff who take care of administrative work, and in each faculty there should be special staff whose job is to input data into PDDIKTI, so inputting data into PDDIKTI is not the responsibility of the study program, the study program just needs to submit the data to the special officer …"(Barrel)

"...it is necessary to equip facilities that can support work effectiveness, for example, if possible, each study program is equipped with computers, printers and rooms that are conducive enough..." (Mega)

"... there must be a clear division of classrooms for each study program, learning facilities in the classroom are equipped, learning facilities in the classroom that are damaged must be immediately repaired or replaced..." (Fenti)

"...the physical campus environment needs to be organized to make it neater and more orderly, it also needs green open space or parks..." (Sulis)
"...the cleanliness of the campus environment must always be maintained to create comfort in working...(Sagiman)

"...it is necessary to increase the maintenance of campus facilities, for example, repair potholes on roads, repaint buildings, repair damaged facilities immediately, especially bathroom and toilet facilities, water, electricity, and WiFi must be smooth..." (Fitma).

Lecturers and educational staff expect maximum empowerment of personal traits. Some of the expectations of lecturers and educational staff include providing appreciation and rewards, facilitating knowledge development, and providing necessary leadership support. The following is an interview excerpt from the research results:

"...so that lecturers and staff have encouragement in working, they need support from the leadership, for example, if the leadership comes to the room, do not just check attendance but should also ask about news or invite to chat..." (Fema)

"...so that lecturers and employees have competition in their work, appreciation, and rewards are needed, for example, there are awards for lecturers or employees who

arrive the fastest, lecturers or employees who are the most diligent, or who manage the study program the best..." (Nurma)

"...in order for lecturers or employees to be involved in their work, they need to facilitate scientific development, be allowed to attend training or workshops, or at least if there is a new application, socialize it first..." (Deli)

"...so that lecturers and employees have self-control in carrying out their work, motivation is needed to raise awareness of duties and responsibilities, given opportunities to develop themselves and their knowledge such as attending seminars, training or workshops..." (Zakia).

Lecturers and educational staff hope to avoid stress at work. In order to avoid work stress, lecturers and educational staff expect clarity in job descriptions for each position and type of work, not being authoritarian in leading, openness in communication, division of tasks and all matters related to work, active involvement in every activity, as well as clarity in procedures. In completing a task. Some of these things are revealed in the following interview excerpt:

"...to avoid work stress, leaders should place someone according to their field of expertise, then a job description must be made for each field of work and explained before starting work...(Deli)

"…work stress that often occurs among staff is frequently moved around. Several work units require specific skills that not all other staff can do, such as database staff. Staff not used to working there will find it difficult to adjust to their work... Therefore, if the leadership wants to transfer employees, they must consider this... (Rizal)

"...leadership should not be authoritarian, ordering but not wanting to know what difficulties staff is facing in completing their work, must be consistent, make policies that should not change, for example, if the PPL registration schedule, compare exam or thesis exam has been determined from the start on what date it will be carried out

according to the schedule, do not let it be extended because of some considerations, it will make it difficult for us to do the following job...(Neni)

"…leaders must be open in terms of communication, division of tasks, and work-related matters. Leaders must also be open-minded. For example, if staff propose to use a certain application, do not hesitate to reject it. Study it first. Who knows, it will be more effective in completing the work..." (Ami)

"...leaders can be involved in every activity, know every stage and procedure, so that if there are obstacles in completing tasks, they know the causes, so that if there is a delay in completing tasks, leaders do not blame the staff..." (Nurma)

"…one of the causes of work stress is when working, tools are damaged. When equipment is damaged, there is no clear procedure regarding what part it is and how long it will take to repair it. For example, yesterday our computer broke down, to repair it we took it to that department, we delivered it, but for several days there was no news about who repaired it and how long it would take to fix it, so our time was spent waiting in uncertainty. We hope to repair damaged office equipment with clear handling procedures in the future..." (Fema)

"...between superiors and subordinates, they must maintain relationships with each other, respect and protect each other, subordinates respect superiors, superiors respect subordinates...(Sagiman)

"... management hopes that lecturers and employees are comfortable at work, place someone according to their educational background and field of expertise, provide facilities that can support the smooth running of their work and give awards according to their work achievements..." (Laras)

"...management hopes that lecturers and employees will be comfortable at work and provide opportunities to participate in self-development activities such as training, workshops, seminars or socialization. Lecturers must be trained every year in developing learning models, research methodology, or writing journal articles..." (Meli)

"... management hopes that lecturers and employees are comfortable in career development. There is a section that records when lecturers or employees can take care of promotions, socialize, call, ask whether the required materials are complete, so lecturers or employees are not left to take care of it themselves- alone…" (Mega)

"...to avoid work stress, the organizational climate that needs to be built is a supportive environment, friendly personnel, serving with heart, supporting each other, caring for each other, understanding each other, respecting each other, not suspecting each other..." (Nurjannah)

"...to overcome difficulties in organizing work is to add personnel, for example, in the study program there must be staff who do administration work so that the head and secretary of the study program can focus on study program development activities..." (Venti)

On the other hand, lecturers and education staff have high hopes for subjective well-being in the workplace. The interview results revealed several hopes that could improve subjective well-being, including providing verbal support, motivation, and praise, asking about difficulties faced at work, and providing solutions. The expectations of IAIN Curup lecturers and educational staff regarding subjective well-being are in line with the following interview quote:

"...one of the factors that influences job satisfaction is always being motivated and appreciated for every involvement in activities on campus..." (Sagiman)

"...to increase job satisfaction we need motivation from the leadership, the leadership always needs to remind lecturers and employees that we are civil servants who work for Allah..." (Busra)

"...to increase job satisfaction for leaders, do not be selective in giving rewards, give rewards according to the performance displayed by lecturers and employees..." (Rafia)

226

"...so that lecturers and staff work happily and enthusiastically, leaders should provide verbal support, praise what has been achieved, and ask what difficulties they faced in completing a job..." (Leni)

"...if in carrying out work there are staff who experience difficulties, the leadership should provide a solution, not assume it is easy and the staff can do it, really pay attention to whether the staff can complete their tasks well or not..." (Ami)

Lecturers and educational staff also expect eudaimonic well-being to be present in the workplace. According to lecturers and education staff, several things need to be done at IAIN Curup to improve eudaimonic welfare, including completing work facilities, giving appreciation and rewards, and providing moral and material support. The results of the interview revealed that :

"... management's hope that lecturers and staff are actively involved in work is to complete the facilities, at least in each study program there are computers and printers, damaged computers and printers are immediately repaired, each classroom is equipped with facilities that support learning such as focus and so on..." (Zakia)

"...the hope is that lecturers and employees will have work engagement, leaders will provide positive suggestions, not threats or punishments, so that what lecturers and employees remember are only positive suggestions... (Busra)
"...in order for lecturers and employees to have a work bond, leaders must pay attention to the condition of lecturers and employees, know their conditions, understand their needs, protect and serve, maintain friendly, close relationships, not divide lecturers and employees into certain groups..." (Rafia)

"… management's hope that lecturers and staff continue to develop in their work is to provide appreciation and rewards. So far, appreciation and rewards have been given in scientific publications, and appreciation needs to be added in other fields such as education and teaching, community service, student development, or other creative fields..." (Muzda)
"…management hopes that lecturers and staff will continue to develop, and leadership will provide moral and material support. For example, if some lecturers

and employees want to study further, they are given permission, making the arrangement easier. If necessary, financial assistance is also provided, such as scholarships, assistance in completing studies, and so on..." (Ami)

"...so that lecturers and employees feel that their work is meaningful to them by providing opportunities for self-development and there are career paths, for example in a particular time lecturers or employees whose performance is good are allowed to be promoted to a particular career level... (Deli).

The expectations of lecturers and educational staff hope for a level of social welfare. Social welfare can be improved through various efforts, including open-mindedness, open communication, and employee gathering. Based on the research results, it can be seen that several expectations of IAIN Curup lecturers and educational staff related to subjective well-being can be seen in the following interview :

"...to increase the commitment of lecturers and employees to campus organizations is to enforce the rules, enforce the code of ethics, carry out the SOPs that have been created, do not just keep them but not implement them..." (Rafia)

"...increasing the commitment of lecturers and employees to the organization, leaders must first set an example, work truly for the progress of the campus, work truly for the benefit of the campus..." (Busra)

"...in order to increase the commitment of lecturers and employees towards campus organizations, attention, appreciation, and motivation is needed at all times..." (Sineba)

"... management hopes lecturers and employees have satisfying interactions at work at least once a year. There will be a meeting or grand meeting attended by all lecturers and employees to get to know each other. The leadership invites all lecturers and employees to maintain harmonious relationships, not to form groups. groups that cause division…" (Rafia)

"...management hopes that lecturers and employees will have satisfying interactions, a psychological and religious approach is needed. Developing the inner aspects of lecturers and employees is necessary to build harmonious interactions between colleagues..." (Busra)

"...increasing the satisfaction of interaction between lecturers and employees, maybe once a year you need an employee gathering, outbound, or other activities that provide opportunities for lecturers, employees and leaders to interact outside the work context and without being limited by position..." (Leni).

The hopes of lecturers and educational staff regarding management that supports occupational health and safety, among the opinions, expressed was the desire of lecturers and educational staff that facilities and types of health services and facilities that can support work be improved. This is in line with research results, which suggest that one of the factors that supports employee happiness at work is the availability of facilities that can support physical and psychological happiness (Firdausi, 2023; Ramdhani dkk., 2018). Several facilities that can support work health and safety include the availability of health facilities, entertainment, and sports facilities, including the availability of food and drink or kitchens that are close to the work location and easily accessible (Diva dkk., 2022; Pramono dkk., 2019).

The results of the research reveal that the hopes of lecturers and educational staff regarding the management of empowering personal traits include providing appreciation and rewards, facilitating the development of knowledge, and supporting leaders. From these findings, the hope of lecturers and education staff toward leaders in managing the empowerment of personal traits so that they continue to develop in their work is to provide appreciation and rewards. Appreciation and rewards are also called performance rewards (Wiwin Indriani dkk., 2022). Performance rewards can be individual-based and team-based (Marsithah, 2022). Individual-based performance rewards can include additional salary incentives, prizes, or bonuses. The advantage is that valued performance is maintained or improved and helps organizations realize justice in the workplace (Muttaqijn dkk., 2023). Meanwhile, team-based performance rewards provide incentives to employees as a group that are greater in number than individual incentives. This team-based reward has a dual purpose, namely increasing productivity and enthusiasm for employees who participate in the team (Kaswan, 2017).

The expectations of lecturers and educational staff regarding management to avoid or reduce work stress include explaining the job description for each position and type of work, not being authoritarian in leading, openness in communication, dividing tasks and all matters related to work, being actively involved in every activity. , as well as clarity of procedures for completing a task. From these findings, lecturers and educational staff expect leaders to avoid or reduce work stress, and lecturers and educational staff want precise job analysis and design. The basis for job analysis and design includes two aspects: First, the organization must analyze employee placement to see whether it meets the requirements for suitability between the type of work and individual talents (Hidayati & Harsono, 2021). Second, provide information about work, including tasks, obligations, responsibilities, work activities, performance standards, position, and job contents from a general nature to very detailed job descriptions and procedural stages (Issalillah & Wahyuni, 2021). The purpose of job analysis and design is to integrate individual employee needs with organizational needs and efficiency and personal responsibility at work (Armstrong & Murlis, 2007).

The research results also reveal several lecturers and education staff hopes regarding increasing subjective well-being. Some of these expectations include providing verbal support, motivation, praise, asking about difficulties faced at work, and providing solutions. From these findings, the expectations of lecturers and educational staff towards leaders in improving subjective well-being want continuous support and motivation so that lecturers and educational staff have high motivation. Support, motivation, and providing solutions are essential to do. Research results on appointment, support, motivation, and providing solutions can improve subjective well-being and employee performance (Juhedi, 2021; Romdin, 2020; Wahyuni, 2023).

Every organization must have employees with high motivation. There are four reasons: first, employees with high motivation will be disciplined in coming to work, have a sense of belonging to the organization, and have high performance (Basalamah & As'ad, 2021). Second, highly motivated employees are rarely absent and highly committed to the organization or want to stay in the organization (Danial dkk., 2019; Suherman dkk., 2019). Third, employees with high work motivation easily accept organizational changes, do not reject organizational changes, and continue to grow and develop with the organization (Danial dkk., 2019). Fourth, employees with high motivation can raise the organization's image and contribute to the brand image to promote the organization. Thus, maximizing motivation can benefit both parties, employees and the organization (Kondalkar, 2020).

The hopes of lecturers and educational staff regarding management to improve eudaimonic welfare include completing work facilities, giving appreciation and rewards, and providing moral and material support. From these findings, it can be seen that the expectations of lecturers and education staff towards leaders in improving eudaimonic welfare, lecturers and education staff want leaders to give appreciation and rewards to lecturers and employees who have shown the best performance. One form of appreciation and reward for employees who have shown the best performance is promoting employees, which aims to give employees positive feelings, feeling appreciated and allowed to develop in the workplace (Snell & Morris, 2018).

Lecturers and educational staff hope to improve social welfare, including open-mindedness, open communication, and employee gatherings. From these findings, it can be seen that the expectations of lecturers and educational staff towards leaders in improving social welfare, lecturers and educational staff want leaders to communicate openly with lecturers and educational staff (González-Rico dkk., 2022). One of the excellent employee relations programs is the availability of communication channels that give employees access to critical information and allow employees to express their ideas and feelings (Bartels dkk., 2019). This aims to ensure that leaders are familiar with work policies and that employees know their rights to prevent misunderstandings and decreased productivity (Kaswan, 2017). Organizations need to develop multiple communication channels to improve social welfare to move information up, down, and sideways to the organizational structure (Harapan dkk., 2022; Napitupulu, 2019). Effective communication needs to be developed into an organizational culture because effective communication can encourage employee or employee performance and job satisfaction (Asriadi, 2020). Effective communication can also encourage employees or staff, if necessary, to work voluntarily or make sacrifices for the organization's benefit (Mahbob dkk., 2019; Siregar dkk., 2021).

E. CONCLUSION

Happiness in the place is the hope of all employees, including lecturers and education staff at IAIN Curup. A happy workplace will impact employee motivation, performance, productivity, and organizational commitment. Every organization, including IAIN Curup, needs to conduct a needs analysis related to the various things that organizational members expect to ensure a happy workplace. Based on the research results, it is known that the hopes of lecturers and educational staff that can increase happiness in the workplace are improving, maintaining, and structuring the workplace environment, providing attention

and support from leadership, having clear SOPs for work, providing rewards and openness at work.

DAFTAR PUSTAKA

Adhisty, S. P., Fauzi, A., Simorangkir, A., Dwiyanti, F., Patricia, H. C., & Madani, V. K. (2022). Faktor-Faktor yang Mempengaruhi Kinerja Karyawan: Stress Kerja, Beban Kerja dan Lingkungan Kerja (Literature Review MSDM). *Jurnal Manajemen Pendidikan dan Ilmu Sosial*, *4*(1), 134–148.

Alameeri, K., Alshurideh, M., Al Kurdi, B., & Salloum, S. A. (2021). The Effect of Work Environment Happiness on Employee Leadership. Dalam A. E. Hassanien, A. Slowik, V. Snášel, H. El-Deeb, & F. M. Tolba (Ed.), *Proceedings of the International Conference on Advanced Intelligent Systems and Informatics 2020* (Vol. 1261, hlm. 668–680). Springer International Publishing. https://doi.org/10.1007/978-3-030-58669-0_60

Anugrah, E. R., Rahmat, R., Arlita, A., & Sofyan, A. (2019). Gambaran Kesuksesan dan Kebahagiaan. *Journal of the Japan Welding Society*, *88*(5), 366–374.

Argyle, M. (1989). Do happy workers work harder? The effect of job satisfaction on work performance. *How harmful is happiness*, 94–105.

Armstrong, M., & Murlis, H. (2007). *Reward management: A handbook of remuneration strategy and practice*. Kogan Page Publishers.

Aryanti, R. D., Sari, E. Y. D., & Widiana, H. S. (2020). A literature review of workplace well-being. *International Conference on Community Development (ICCD 2020)*, 605–609. https://www.atlantis-press.com/proceedings/iccd-20/125945161

Asriadi, A. (2020). Komunikasi Efektif Dalam Organisasi. *Retorika: Jurnal Kajian Komunikasi dan Penyiaran Islam*, *2*(1), 36–50.

Bachri, B. S. (2010). Meyakinkan validitas data melalui triangulasi pada penelitian kualitatif. *Jurnal teknologi pendidikan*, *10*(1), 46–62.

Bahagia, R., & Putri, L. P. (2021). Analisis Faktor-Faktor yang Mempengaruhi Kepuasan Kerja Karyawan. *Jurnal AKMAMI (Akuntansi Manajemen Ekonomi)*, *2*(1), 182–191.

Banusu, Y. O., & Firmanto, A. D. (2020). Kebahagiaan Dalam Ruang Keseharian Manusia. *Forum*, *49*(2), 51–61. http://ejournal.stftws.ac.id/index.php/forum/article/view/301

Bartels, A. L., Peterson, S. J., & Reina, C. S. (2019). Understanding well-being at work: Development and validation of the eudaimonic workplace well-being scale. *PloS one*, *14*(4), e0215957.

Basalamah, M. S. A., & As'ad, A. (2021). The role of work motivation and work environment in improving job satisfaction. *Golden Ratio of Human Resource Management*, *1*(2), 94–103.

Buecker, S., Maes, M., Denissen, J. J. A., & Luhmann, M. (2020). Loneliness and the Big Five Personality Traits: A Meta–Analysis. *European Journal of Personality*, *34*(1), 8–28. https://doi.org/10.1002/per.2229

Chairunnisa, Mf., Aira, D. M. F., & Siregar, A. P. (2022). Peran Eudaimonic Well Being

sebagai Mediasi Pengaruh Perilaku Kepemimpinan terhadap Kinerja Organisasi UMKM. *J-MAS (Jurnal Manajemen dan Sains)*, *7*(2), 835–840.

Chaplin, J. P. (2020). *Kamus Lengkap Psikologi*. Raja Grafindo Persada.

Clark, A. E. (1997). Job satisfaction and gender: Why are women so happy at work? *Labour economics*, *4*(4), 341–372.

Creswell, J. W. (2015). Penelitian Kualitatif & Desain Riset memilih di antara Lima Pendekatan Edisi Bahasan Indonesia dari buku". *Qualitative Inquiry & Research Design: Choosing Among Five Approaches,*.

Danial, D., Damopolii, M., & Syamsudduha, S. (2019). Hubungan Antara Iklim dan Budaya Madrasah dengan Motivasi Kerja Guru pada Madrasah Tsanawiyah di Kecamatan Sinjai Barat Kabupaten Sinjai. *Manajemen Pendidikan*, *14*(1), 60–72.

Danna, K., & Griffin, R. W. (1999). Health and well-being in the workplace: A review and synthesis of the literature. *Journal of management*, *25*(3), 357–384.

Diva, F., Sholeh, S., & Fahmi, I. (2022). Implementasi Manajemen Sarana dan Prasarana dalam Peningkatkan Kinerja Guru. *CENDEKIA*, *14*(02), 218–226.

Febriana, R. A. (2023). *Pengaruh Keseimbangan Kehidupan Kerja, Kesejahteraan Karyawan, Kreavitas Karyawan Dan Kepuasan Kerja Terhadap Kinerja Karyawan Pada Karyawan Milenial Di Daerah Jawa Timur* [PhD Thesis, Universitas Hayam Wuruk Perbanas Surabaya]. http://eprints.perbanas.ac.id/10586/

Fidyah, D. N., & Setiawati, T. (2020). Influence of organizational culture and employee engagement on employee performance: Job satisfaction as intervening variable. *Review of Integrative Business and Economics Research*, *9*(4), 64–81.

Firdausi, F. A. (2023). *Pengaruh Kesehatan dan Keselamatan Kerja (K3) dan lingkungan kerja terhadap kinerja karyawan dengan kepuasan kerja sebagai variabel mediasi: Studi kasus PTPN XII Kebun Kalisanen Jember Tahun 2022-2023* [PhD Thesis, Universitas Islam Negeri Maulana Malik Ibrahim]. http://etheses.uin-malang.ac.id/id/eprint/53597

González-Rico, P., Guerrero-Barona, E., Chambel, M. J., & Guerrero-Molina, M. (2022). Well-being at work: Burnout and engagement profiles of university workers. *International Journal of Environmental Research and Public Health*, *19*(23), 15436.

Grera, M. Y., & Abd Hamid, S. R. (2021). *Relationship between Psychological well-being and Achievement Motivation Among Libyan Postgraduate Students in Malaysia*. https://knowledgewords.com/images/relationship-between-psychological-well-being-and-achievement-motivation-among-libyan-postgraduate-students-in-malaysia.pdf

Handayani, N. S. (2021). Kebahagiaan: Studi Pengaruh Dukungan Sosial Pada Wanita Pekerja yang Mengalami Bekerja dari Rumah (Work From Home) Dampak Wabah Covid-19. *UG Journal*, *15*(3). https://ejournal.gunadarma.ac.id/index.php/ugjournal/article/viewFile/3936/2177

Harapan, E., Ahmad, S., & MM, D. (2022). *Komunikasi antarpribadi: Perilaku insani dalam organisasi pendidikan*. PT. RajaGrafindo Persada-Rajawali Pers. https://books.google.co.uk/

Hashim, I. M., Ramli, N. A., Hamzah, H. C., Tajuddin, N., & Ali, R. (2021). Kebahagiaan bekerja melahirkan budaya kerja yang positif. *Gading Journal for Social Sciences (e-ISSN 2600-7568)*, *24*(02), 13–20.

Hassanzadeh, R., & Mahdinejad, G. (2013). Relationship between happiness and achievement motivation: A case of university students. *Journal of Elementary Education*, *23*(1), 53–65.

Hemmati, R. (2018). The sense of happiness and its academic determinants (case study: Female students of University of Isfahan). *Journal of Applied Sociology*, *29*(4), 21–38.

Heriyanto, H. (2018). Thematic analysis sebagai metode menganalisa data untuk penelitian kualitatif. *Anuva: Jurnal Kajian Budaya, Perpustakaan, dan Informasi*, *2*(3), 317–324.

Hidayati, L. N., & Harsono, M. (2021). Tinjauan literatur mengenai stres dalam organisasi. *Jurnal Ilmu Manajemen*, *18*(1), 20–30.

Hurlock, E. B. (2020). *Psikologi perkembangan: Suatu pendekatan sepanjang rentang kehidupan.*

Issalillah, F., & Wahyuni, S. (2021). Analisis Hubungan Stres Kerja dan Kinerja Karyawan. *Jurnal Ilmu Manajemen (BION)*, *1*(1), 1–8.

Juhedi, J. (2021). Intrinsic Religious Motivation dan Job Satisfaction Dalam Konseptual. *Manajemen Dewantara*, *5*(1), 1–14.

Julika, S., & Setiyawati, D. (2019). Kecerdasan emosional, stres akademik, dan kesejahteraan subjektif pada mahasiswa. *Gadjah Mada Journal of Psychology (GamaJoP)*, *5*(1), 50–59.

Kakemam, E., Raeissi, P., Raoofi, S., Soltani, A., Sokhanvar, M., Visentin, D. C., & Cleary, M. (2019). Occupational stress and associated risk factors among nurses: A cross-sectional study. *Contemporary Nurse*, *55*(2–3), 237–249. https://doi.org/10.1080/10376178.2019.1647791

Kamaliya, N., Setyowibowo, H., & Cahyadi, S. (2021). Kesejahteraan subjektif mahasiswa dimasa pandemi Covid-19. *JISIP (Jurnal Ilmu Sosial dan Pendidikan)*, *5*(2). https://ejournal.mandalanursa.org/index.php/JISIP/article/view/1949

Kaswan. (2017). *Psikologi Industri dan Organisasi*. Alfabeta.

Kato, L., & Wilson, J. (2023). *Understanding Happiness: The Threshold and Mindset*. https://digitalcommons.lmu.edu/honors-thesis/488/

KBBI. (2016). Kamus Besar Bahasa Indonesia (KBBI). *Kementerian Pendidikan Dan Budaya*.

Kondalkar, V. G. (2020). *Organizational behaviour*. New Age.

Kun, A., & Gadanecz, P. (2022). Workplace happiness, well-being and their relationship with psychological capital: A study of Hungarian Teachers. *Current Psychology*, *41*(1), 185–199. https://doi.org/10.1007/s12144-019-00550-0

Laba, N. R., & Kusumaputri, E. S. (2020). Peningkatan kebahagiaan di tempat kerja: Penggunaan website tiga hal baik pada pelatihan kebersyukuran. *JIP (Jurnal Intervensi Psikologi)*, *12*(1), 51–64.

Lestiani, I. (2017). Hubungan penerimaan diri dan kebahagiaan pada karyawan. *Jurnal Psikologi*, *9*(2). https://ejournal.gunadarma.ac.id/index.php/psiko/article/view/1549

Luna-Arocas, R., & Danvila-del-Valle, I. (2021). Does positive wellbeing predict job performance three months later? *Applied Research in Quality of Life*, *16*(4), 1555–1569.

Mahani, D. S., Ma'rufi, I., & Indrayani, R. (2020). Beban kerja mental dan pendapatan dengan kebahagiaan di tempat kerja pada dosen di universitas jember. *Jurnal Ilmu Kesehatan Masyarakat*, *16*(1), 16–26.

Mahbob, M. H., Ali, N., Sulaiman, W. I. W., & Mahmud, W. A. W. (2019). Komunikasi strategik dan perananya untuk mewujudkan komunikasi berkesan dalam organisasi. *Jurnal Komunikasi*, *35*(2), 49–67.

Manggaharti, R., & Noviati, N. P. (2019). Keseimbangan kehidupan kerja ditinjau dari dukungan sosial pada pekerja. *Jurnal Studia Insania*, *7*(1), 1–19.

Marsithah, I. (2022). *Model Kinerja Dosen Berbasis Kearifan Lokal*. umsu press. https://books.google.co.uk/

Martin, E.P, S. (2019). *Positive psychology, Self-actualization (Psychology), Conduct of life, Well-being, Motivation, Personality*. North Sydney, N.S.W. : Random House Australia.

Mert, I. S., Sen, C., & Alzghoul, A. (2022). Organizational justice, life satisfaction, and happiness: The mediating role of workplace social courage. *Kybernetes*, *51*(7), 2215–2232.

Moleong, L. J. (2021). *Metodologi penelitian kualitatif*. PT Remaja Rosdakarya.

Mustofa, A. C., & Prasetyo, A. R. (2020). Hubungan antara kebahagiaan di tempat kerja dengan kepuasan kerja pada perawat bagian rawat inap rumah sakit islam sultan agung semarang. *Jurnal Empati*, *8*(4), 665–671.

Muttaqijn, M. I., Purnawan, R. T., & Budi, A. (2023). Penerapan sistem evaluasi kinerja karyawan berbasis management by objective. *Forum Ekonomi*, *25*(3), 458–461. https://journal.feb.unmul.ac.id/index.php/forumekonomi/article/view/13669

Nandini, D. A. (2017). Kontribusi optimisme terhadap kebahagiaan pada karyawan. *Jurnal Psikologi*, *9*(2). https://ejournal.gunadarma.ac.id/index.php/psiko/article/view/1557

Napitupulu, D. S. (2019). Komunikasi organisasi pendidikan islam. *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 127–136.

Nikčević, A. V., Marino, C., Kolubinski, D. C., Leach, D., & Spada, M. M. (2021). Modelling the contribution of the Big Five personality traits, health anxiety, and COVID-19 psychological distress to generalised anxiety and depressive symptoms during the COVID-19 pandemic. *Journal of affective disorders*, *279*, 578–584.

Peiró, J. M., Kozusznik, M. W., Rodríguez-Molina, I., & Tordera, N. (2019). The happy-productive worker model and beyond: Patterns of wellbeing and performance at work. *International journal of environmental research and public health*, *16*(3), 479.

Pramono, R., Nurfajrina, I. A., & Nariswari, N. (2019). Aspek-Aspek Pembentuk Kualitas Tempat Berdasarkan Survei Kapabilitas: Determinan bagi Kebahagiaan Masyarakat. *TATALOKA*, *21*(1), 153.

Pratiwi, H., & Ahmad, R. (2020). Kebahagiaan (Happiness) Siswa yang Berasal dari Keluarga Ibu Single Parent. *Jurnal Neo Konseling*, *2*(4). http://neo.ppj.unp.ac.id/index.php/neo/article/view/322

Pryce-Jones, J., & Lindsay, J. (2014). What happiness at work is and how to use it. *Industrial and Commercial Training*, *46*(3), 130–134.

Rahardjo, M. (2010). *Triangulasi dalam penelitian kualitatif*. http://repository.uin-

malang.ac.id/1133/

Rahman, T., Pertiwi, L., & Batubara, A. (2022). Hakikat Kebahagiaan Hidup: Konsensus antara Al-Qur'an dan Filsafat Stoikisme. *Jurnal Riset Agama*, *2*(3), 807–821.

Rahmi, F. (2019). Happiness at workplace. *International Conference of Mental Health, Neuroscience, and Cyber-psychology*, 32–40. https://www.gci.or.id/assets/papers/icometh-ncp-2018-255.pdf

Ramdhani, N., Wimbarti, S., & Susetyo, Y. F. (2018). *Psikologi untuk Indonesia tangguh dan bahagia*. UGM PRESS.

Ramirez-Garcia, C., Perea, J. G.-Á. de, & Junco, J. G.-D. (2019). Happiness at work: Measurement scale validation. *Revista de Administração de Empresas*, *59*, 327–340.

Rodríguez-Muñoz, A., & Sanz-Vergel, A. I. (2013). Happiness and well-being at work: A special issue introduction. *Revista de Psicología del Trabajo y de las Organizaciones*, *29*(3), 95–97.

Romdin, R. R. (2020). *Kesejahteraan Subjektif Guru Honorer Sekolah Dasar Negeri Di Gugus 02 Kecamatan Tiga Raksa* [Master's Thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta]. https://repository.uinjkt.ac.id/dspace/handle/123456789/50798

Rozali, Y. A. (2022). Penggunaan analisis konten dan analisis tematik. *Penggunaan Analisis Konten Dan Analisis Tematik Forum Ilmiah*, *19*, 68. https://digilib.esaunggul.ac.id/public/UEU-Journal-23187-11_2247.pdf

Saban, D., Basalamah, S., Gani, A., & Rahman, Z. (2020). Impact of Islamic work ethics, competencies, compensation, work culture on job satisfaction and employee performance: The case of four star hotels. *European Journal of Business and Management Research*, *5*(1). https://www.ejbmr.org/index.php/ejbmr/article/view/181

Şahin, F., Karadağ, H., & Tuncer, B. (2019). Big five personality traits, entrepreneurial self-efficacy and entrepreneurial intention: A configurational approach. *International Journal of Entrepreneurial Behavior & Research*, *25*(6), 1188–1211.

Salas-Vallina, A., & Alegre, J. (2021). Happiness at work: Developing a shorter measure. *Journal of Management & Organization*, *27*(3), 460–480.

Satriawan, D., Yuzarion, Y., & Widiana, H. S. (2019). Work engagement mempengaruhi kebahagiaan pegawai. *Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan*, 516–521. http://seminar.uad.ac.id/index.php/snmpuad/article/view/3467

Sekarini, A., Hidayah, N., & Hayati, E. N. (2020). Konsep Dasar Flourishing Dalam Psikologi Positif. *Psycho Idea*, *18*(2), 124–134.

Singh, C., Cross, W., Munro, I., & Jackson, D. (2020). Occupational stress facing nurse academics—A mixed-methods systematic review. *Journal of Clinical Nursing*, *29*(5–6), 720–735. https://doi.org/10.1111/jocn.15150

Siregar, R. T., Enas, U., Putri, D. E., Hasbi, I., Ummah, A. H., Arifudin, O., Hanika, I. M., Zusrony, E., Chairunnisah, R., & Ismainar, H. (2021). *Komunikasi Organisasi*. https://repository.penerbitwidina.com/uk/publications/338840/komunikasi-organisasi

Sitasari, N. W. (2022). Mengenal Analisa Konten dan Analisa Tematik dalam Penelitian Kualitatif. *Forum Ilmiah*, *19*(1), 77–84. https://digilib.esaunggul.ac.id/public/UEU-Journal-23188-11_2248.pdf

Snell, S., & Morris, S. (2018). *Managing human resources*. Cengage Learning.

Soendari, T. (2012). Pengujian keabsahan data penelitian kualitatif. *Bandung: Jurusan PLB Fakulitas Ilmu PendidikanUniversitas Pendidikan Indonesia*. https://www.academia.edu/download/50693606/Keabsahan_data.ppt__Compatibility_Mode_.pdf

Sudibjo, N., & Manihuruk, A. M. (2022). How Do Happiness at Work and Perceived Organizational Support Affect Teachers' Mental Health Through Job Satisfaction During the COVID-19 Pandemic? *Psychology Research and Behavior Management*, *Volume 15*, 939–951. https://doi.org/10.2147/PRBM.S361881

Sugiyono, D. (2017). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*.

Suherman, A., Mulyasana, D., & Mulyasa, E. (2019). Faktor-Faktor Determinan Terhadap Kinerja Dosen Dalam Meningkatkan Mutu Layanan Akademik Pendidikan Tinggi. *Kajian Manajemen Pendidikan*, *1*(2), 1–10.

Suseno, M. N., & Pramithasari, A. (2019). Kebersyukuran dan kesejahteraan subjektif pada guru SMA negeri I Sewon. *Jurnal Penelitian Psikologi*, *10*(2), 1–12.

Syahran, M. (2020). Membangun Kepercayaan Data Dalam Penelitian Kualitatif. *Primary Education Journal (Pej)*, *4*(2), 19–23.

Takdir, M. (2019). *Psikologi syukur: Perspektif psikologi qurani dan psikologi positif untuk menggapai kebahagiaan sejati (authentic happiness)*. Elex Media komputindo. https://books.google.co.uk/

Tanzer, J. R., & Weyandt, L. (2020). Imaging Happiness: Meta Analysis and Review. *Journal of Happiness Studies*, *21*(7), 2693–2734. https://doi.org/10.1007/s10902-019-00195-7

Thompson, A., & Bruk-Lee, V. (2021). Employee Happiness: Why We Should Care. *Applied Research in Quality of Life*, *16*(4), 1419–1437. https://doi.org/10.1007/s11482-019-09807-z

Wahyuni, E. N. (2023). *Kesejahteraan Subyektif Mahasiswa*. Deepublish. https://books.google.co.uk/

Warr, P., & Nielsen, K. (2018). *Wellbeing and work performance. Handbook of Well-Being, February, 1–22*.

Wiwin Indriani, M., Pitoyo, A. Z., & Sawitri, A. S. (2022). *Menjadi Pemimpin Ideal? Kenapa Tidak!: Edisi Revisi*. Media Nusa Creative (MNC Publishing). https://books.google.co.uk/

Wong, A. K. F., Kim, S. S., Kim, J., & Han, H. (2021). How the COVID-19 pandemic affected hotel Employee stress: Employee perceptions of occupational stressors and their consequences. *International Journal of Hospitality Management*, *93*, 102798.

Yap, W. M., & Badri, S. K. Z. (2020). What makes millennials happy in their workplace? *Asian Academy of Management Journal*, *25*(1). https://ejournal.usm.my/aamj/article/view/93

Yousaf, K., Abid, G., Butt, T. H., Ilyas, S., & Ahmed, S. (2019). Impact of ethical leadership and thriving at work on psychological well-being of employees: Mediating role of voice behaviour. *Business, Management and Economics Engineering*, *17*(2), 194–217.