

## Envious Increasing Student's Academic Performance

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**Abstract.** During this envy is regarded as a negative emotion that will cause frustration, stress, and destructive actions, to feel like a failure. In the present study, researchers will slightly change the paradigm about envy. Researchers assume that the envied person does not necessarily have an impact the negative; the researchers believe that the envious will have a positive impact which is characterized by an increase in the performance of a person. This study uses a quantitative design. Samples taken as 50 student in senior high school at Malang.

**Keywords:** *Envious, Performance. Emotions.*

### Introduction

The world of education is a means to improve human resources. All students are competing to get good results while studying at school or in college. During this time the value of the benchmark everyone to see the success of the students, but not always value can be used as a benchmark to determine the students succeed in learning activities. Maloko Mphale and Mhlauli (2014) stated that student success is not only seen from the test/exam but students' skills in applying knowledge at school or scope of the social.

The ability to apply the science can be called a student's academic performance. Many teachers used of the student performance to predict, measure, and assess the success of students in participating in learning activities in schools (Farooq, Chaudhry, and Berhanu 2011; Jhosi, &Srivastava, 2009). In various areas, academic performance always uses to indicate of individual quality, and in many ways be a predictor of academic performance to the success of individual work.

Performance can be defined as an activity that can be seen and measured from someone in an activity (Simpson &Weiner, 1989). In the academic context academic performance is defined as behavior that is visible and measurable in any activity during school (Martha, 2009). Some studies claim that a student's academic performance can be measured through the assessment given by teachers in each assignment/exam, understanding of materials, and application of the scientific method of problem-solving research (Topoor, Keane, Shelton, & Calkins, 2010).

Several factors can affect student performance such as the family, school and peers (Crosnoe, Johnson, & Elder, 2004). Many experts argue that the student's academic performance is strongly influenced internal factors contained within the students such as self-efficacy, self-esteem and well-being of students (Mingping, 2005; Pintrich, & Groot, 1990; Joshi, & Srivastava, 2009). Farooqetal(2011) suggest that social factors may also help to improve the academic performance of students, this statement is supported by the results of research conducted by Jacobson and Burdsal (2012) who found that the quality of friendships can improve academic performance of students, the quality of friendships that occur will raises a good communication patterns resulting behavior mutually support each other in developing academic skills in school.

In conducting activities in the school students will not be separated from activities interact with friends, the interaction is not likely to cause a bit of a rivalry and curiosity exceeds the comrades who are considered to have more capabilities than him. This situation can be explained by the theory of social comparison (social comparison) which in this theory explains that someone will compare themselves to others who have their advantages, and will cause businesses to compete, to match and even exceed the comparison. An emotion that occurs from someone who compares himself to others is the envy (Envious).

During this envy is always regarded as a representation of the negative emotions of a person that will culminate in feeling frustrated, depressed, angry, and sad (Corcoran, Crusius, and Musweiler, 2011), but Tesser (1991) says that a person is envy of comparer, will positively affect a person's to improved performance.

Envy can be defined as a negative emotion, generated through the process of comparing your self to someone who has the power, advantages, position, which leads to the desire to have, equal, even more than what is owned by someone else as a comparison (Jordan & Chardler, 2013; Lange & Crusius, 2015). Unlike other emotions, envy is a complex emotion that includes low self-esteem, feelings of injustice, and hatred that is done intentionally but is not known by others (Hill, DelPriore, & Vaughan, 2011).

Characteristics have different effects on individuals (Festinger, 1954). Germany (2012) distinguishes a result of envy into two parts, the envy of destructive and constructive. Impact of the building within about a man exemplified in someone who initially felt frightened because of its shortage until finally dare to compete. Envy in a person is divided into two Benign Envy (envy usual) and Malicious Envy (envy envy). Benign envy can have a positive impact in themselves, because of envy occurs in a person will improve motivation and culminate in performance, but envy will have a negative impact on one's self, a sense of envy will lead to frustration, anxiety, and felt under pressure (Von .2007; Kim & Glom., 2014; Hill, DelPriore, and Vaughan, 2011).

Vandeven, Zeelenberg, and Pieters(2011), in his study Suggests that benign envy is the result of social comparison can be a good stimulus in improving the performance of a person to follow the comparison, while malicious envy will generate negative feelings, unhappy, and has no effects on a person's improved performance .Le(2015) states that the benign and malicious envy occurs through the same process but have different roles. Benign envy will boost motivation and malicious envy will cause Decreased motivation. For example, Vande Ven, Zeelenberg, and Pieters(2009) illustrate someone who is feeling envy of the people who have their title. Someone who is envy taste tended toward the positive (benign envy) will try to improve ourself store ach the desire, but people who have a rising tendency toward envy negative (malicious envy) will not fix it self, but feel frustrated and depressed because of envy experienced. Faturohman(2005) states that people still assume that envy is happening will generate hostility and prejudice against the person who made the comparison, but envy can have positive effects through Increased motivation to improve (Van deven, Zeelenberg, & Pieters, 2009). Increased motivation is vitally important in the world of education. Motivation is the motorcycle in a person to do a better learning activity (Areepattamanni 2011; Guay, Chanal, Ratelle, Marsh, Larose and Boivin, 2010). De Groot (1990) states that, forgetting good academic achievement motivation needed a good meal anyway. With the motivation in students and students will be fully motivated to do well in order to get the desired result.

From the explanations that have been discussed in the previous paragraph, it can be said Envy is an emotion that can have a positive impact in improving the performance of a person, but research on envy in education can be said to be minimal. Forgiveness' envy the people of Indonesia is also regarded as something negative Because it is still equated with a envy, Envious, spiteful and Envious (Faturochman, 2005), so that the research conducted in Indonesia the envy must be concerned with the behavior that is less good and bad results. Based on the statement, the researcher considers important to conduct research on envy in the realm of education and see the positive side of envy. In this study the Researchers wanted to know the positive impact the caused by envy in improving the academic performance of students.

### **Effect of Student Academic Performance Against Envy**

In school activities the students will be exposed to different social situations and start learning to relate with peers and teachers. Not infrequently the friendship will arise conflicts on friends who have advantages, especially the students who have good academic skills (Davis, Gabelman, and Wingfield, 2011). Students tend to compare themselves to other students who have advantages because the students feel are drawbacks which is owned by the comparator (Festinger, 1954). Not infrequently the process of

comparing this will cause distress and frustration in a person and feel like to have or envy (Crusius, 2009; Kim & Glom., 2014; Hill, DelPriore, and Vaughan, 2011).

Students who feel envy due compare yourself to others will tend to try to do somethings in order to compete with the comparator (Lange & Crusius, 2015; Hill, DelPriore, and Vaughan, 2011). Envy is also a complex feeling to make students feel discontent, high expectations, and raise awareness of a person (Lillemor, & Neila, 2014; SEP, 2009).

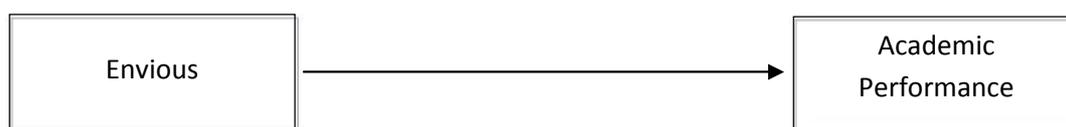
Tai, Narayan, and McAllister (2012) argue that these negative emotions are a representation of someone who does not always result in a bad thing but it can be a trigger of one's achievement. Lange and Crusius (2015) differentiate into two envy, that is positive and negative envy. someone who felt envy positive (benign envy), he will try to improve the capability and quality of self to successful as others, this opinion is supported by findings that show envy will increase personal effort, encourage behavior that aims to get the desired object, and give greater focus to achieve it (Milovic & Dingus, 2014). While envy is negative (malicious envy) will make a person avoid, frustration, and the face of failure. Exemplified envy people who have negative as people who always feel pessimistic because he was not able to compete with people who have an excess of him.

Lange and Crusius (2015) also states that people who have positive envy will always look at the achievements that are owned by others will be the trigger passion to do better. Vande Ven, Zeeleberg, and Pieters (2010) in his research found that the effects of the individual who envy (envy that is positive) to the comparison will improve the quality of its work, with the aim that he can compete with the people who made the comparison.

From the description contained in the previous paragraph can be concluded that, someone who has a sense of envy will attempt to boost this performance. Similarly, in the world of education, students who are envy of the theme will seek to improve academic performance that is characterized by increasing the hours of study, improve the quality of the final work, activeness in class, as well as the positive things that will be students who aim to match or exceed the benchmark.

### **Framework of Thinking**

Frame of mind based on the formulation of the problem that has been discussed in the fore going is follows:



### **Hypothesis**

Based on the framework in figure 1. The research hypothesis proposed is:

1. There is a positive influence envy of a student's academic performance.

### **Research Methods**

#### **Research Design**

This study a quantitative approach, with correlation design. This aims to determine the extent of the effect of variable X to Y (sugiyono, 2015).

#### **Research Subject**

The population in this study was young. Subjects in this study were 50 students of class XMAN in the city of Malang. The sampling technique using random sampling techniques. The sampling technique is a technique by random sample selection (Latipun, 2010).

### Research Instruments

The instrument used to measure a student's academic performance is the Academic Performance Rating Scale (APRS) compiled by Du Paul, Rapport, and Perriello (1991). APRS consists of 19 items, charging Reviews These two instruments is done by teachers and pupils. Obtained through observation ratings conducted to see a student's academic performance in the classroom during the last week of. The instruments are prepared using a Likert scale consisting of five answer choices, one through five with the highest score on this scale is 95 and the cancel was 5. Score 5-25 (Very poor academic performance), 26-46 (poor academic performance), 47-65 (good academic performance), 67-95 (the academic performance is very good). Examples of items APRS" the extent to the which the quality of Reviews These children in reading?" Is not a good score of 1 to 5 perfectly. APRS reliability has amounted to 0.84(Topoor, Keane, Shelton, & Calkins, 2010).

The instrument used for measuring envy is a modified version of the Benign and Malicious Envy Scale (BEMAS) developed by Lange and Crusius(2015), the modifications made for the benefit of researchers by changing the shape of categorical scale that initially shaped into a continuum. BEMAS has two dimensions, namely dispositional benign dispositional Malicious Envy and Envy. These instruments were prepared using a Likert scale consists of 10 items, each item scale has six possible answers, sample item "when I'm envy of other people, I focus on how where I could be equally successful in the future" using a Likert scale Score I strongly agree up to a score of 6 to strongly disagree. BEMAS has a reliability value of  $\alpha=0.85$  to benign envy and  $\alpha= 0.89$  for malicious envy (Lange & Crusius. 2015).

### Research Procedure

The study begins with the stages of preparation, by preparing an instrument which is used as a measuring tool, conduct surveys, observation study site, the licenses, as well as to test the measuring instrument. Having obtained the test results and then set up the instruments which are in accordance with the test results. Then the implementation phases of the study began with the spread instrument, scoring, and perform data processing using SPSS version20.

### Analysis Method

Testing the hypothesis in this study was conducted using correlation analysis, which aims to determine the effect of envy to warda student's academic performance.

### Result

**Correlations**

|                 |                     | Perfor Akademik | IRI    |
|-----------------|---------------------|-----------------|--------|
| Perfor Akademik | Pearson Correlation | 1               | .628** |
|                 | Sig. (2-tailed)     |                 | .000   |
|                 | N                   | 50              | 50     |
| IRI             | Pearson Correlation | .628**          | 1      |
|                 | Sig. (2-tailed)     | .000            |        |
|                 | N                   | 50              | 50     |

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Picture 1.

From the data in Figure 1, the output of the correlation results obtained envy academic performance resulted in 0682 figures. The figures show the strong correlation between academic performance due to envy with  $r > 0.5$  ( $0.628 > 0.5$ ). it can be said to be more envious of someone then increasing academic performance.

## Conclusion

From the results obtained in this study it can be concluded that envy is not always a negative meaning. Envy can be a trigger for someone to achieve success. In education the envy felt by the students will create a sense of enterprising, desire to learn, etc. That are positive aimed at improving academic performance so that the individual is able to compete and match the person who made the comparison.

Someone who feels jealous of her comparators will try to compete with the comparison that show improved quality of work, increased capacity, motivation and good work. in other words, envy can be a trigger to increase one's performance. And in education the envy experienced by students against a friend who is considered to have the excess will be represented through the attitude and willingness to learn strong, diligent school, and actively participates in all activities related to the school or academic

But envy it must be controlled, because envy there is can be negative. To control envy in order not to be negative, a person must be make a envy to motivate and more focus on a good destination for self-improvement. So that envy does not become a pressure that will cause frustration students but triggers the spirit in order to boost the ability to Compete with the comparison.

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