

## The effect of self-awareness and personal responsibility on life satisfaction of seminary students in Malang

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**Abstract.** This study investigated the effect of self-awareness and personal responsibility on life satisfaction. It also investigated whether self-awareness, personal responsibility, and life satisfaction vary according to the year of study. The respondents were 36 students at the Seminary of Surya Wacana in Malang. The Self-Consciousness Scale, Personal Responsibility Scale, and Satisfaction with Life Scale were used for data collection. The results of the multiple regression have a significance  $p < 0,05$  which explains there was an effect of self-awareness and personal responsibility simultaneously on the life satisfaction of students at Seminary of Surya Wacana in Malang. The result of the regression test separately showed that self-awareness has a significant influence on life satisfaction, while personal responsibility has no significant effect on life satisfaction. In addition, the results showed that students do not vary according to year of study in terms of self awareness ( $F = 1.217$ ;  $p > .05$ ), personal responsibility ( $F = .980$ ;  $p > .05$ ), or life satisfaction ( $F = .631$ ;  $p > .05$ ).

**Keywords:** Self Awareness, Personal Responsibility, Life Satisfaction, Seminary Students

### INTRODUCTION

Self-awareness is the basic capacity that underlies human freedom in determining his life choices and therefore he is responsible for himself (Corey, 2017). Corey further says that human is seen as an author of life and a designer of his/her own way of life. Sartre, the French philosopher in 1953, states: "I am my choices" (Sommers-Flanagan, 2015). That means we ourselves create our goal or destiny, our life situation, and our problems. Therefore, a human's life is not something automatic like a growing tree, but it is an attempt to realize one's potential through conscious choices and plans made by himself (May, 1981). Through conscious choices, that person perceives fully responsible for him/her life, so that he or she will be able to experience life satisfaction.

Life satisfaction is an individual's view that generally evaluates his life (Diener et al., 2010). This assessment is a sign of individuals feeling satisfied with what they are experiencing (Diener et al., 2015). Life satisfaction can also be defined as a term of cognitive assessment over a longer period about a person's life, which is not based on the use of specific criteria such as health, career, and family, but rather on any criteria deemed relevant by an individual (Yang & Srinivasan, 2016). Therefore, assessment of life satisfaction is subjective and has a positive effect on yourself. This has been confirmed by positive psychology which says that life satisfaction is a positive subjective experience (Seligman, 2013). According to positive psychology, life satisfaction is in the affective domain, which can be the basis for measuring happiness, but the assessment involves a cognitive dimension.

It is explained that life satisfaction is a scientific term for happiness which is seen as one of the important components of subjective well-being. Other components of subjective well-being are the presence of positive emotions and the absence of negative emotions (Tay et al., 2015). According to van Beuningen (2012), individuals who experience life satisfaction are generally characterized by the following five things: satisfaction of idealized conditions, satisfaction with extraordinary living conditions, satisfaction with feelings of happiness, satisfaction with important things obtained in life, and satisfaction that is characterized by nothing in life that needs to be changed by the individual. Thus, life satisfaction is the key variable in attaining mental health and contributing positive personal, psychological, behavioral, social, interpersonal, and intrapersonal outcomes (Proctor et al., 2016).

Some researchers in the latest decades have tried to find out factors that influence and determine an individual's life satisfaction in a different phase of human life. For instance, Macia et al. (2015) investigated socio-demographic, health, economic condition, and social relations as predictors of life satisfaction among older adults in Dakar. Their findings showed that in terms of socio-demographic factors, advancing age older adults have greater life satisfaction and an older woman was more satisfied than an older man. It was also revealed that economic condition and good social relations factors are associated significantly with life satisfaction. Meaning to say that both factors are predictors for the life satisfaction of older adults. However, health factor is not correlated to life satisfaction. This differs from the previous study conducted by Gutiérrez et al. (2013) that found the relationship between health and life satisfaction in aging adults.

Other studies also have indicated that life satisfaction can be predicted by spirituality and health as performed by undergraduate students in the UK (Anand et al., 2013), gratitude through social support and self-esteem as experienced by Chinese undergraduate students in the age form 18 to 27 (Kong et al., 2014), purpose and hope of adolescents, emerging adults and adults (Bronk et al., 2014), attachment relationships in emerging adulthood (Guarnieri et al., 2015), self-directedness, self-transcendence, and cooperation as shown by university students (Park et al., 2015), metacognitive awareness and self-efficacy as shown by students attending high school (Cikrikci & Odaci, 2016), religious attitude and self-efficacy as performed by high school teachers of Mahshahr City (Bigdeloo & Bozorgi, 2016), resilience and wisdom in the life of elderly adults with age ranging from 50 to 90 years (Hayat et al., 2016), the mindfulness through self-evaluation as found in the life of Chinese adolescents (Tan et al., 2016), and self-compassion in the study of 252 undergraduate students in Bursa, Turkey (Mülazım & Eldeleklioğlu, 2016). In addition, the intensity and quality of friendship can be valuable sources of support for life satisfaction as found in Italians living as couples (Amati et al., 2018).

Becoming a religious priest is a conscious choice of personal free will. Then, personal responsibility is needed even demanded its continuity. Likewise, the choice to become a candidate of a religious priest in the Society of Divine Word is a personal decision. So, that person must be responsible for his choice, too. This means that whatever he does in his living should be based on and driven by his full self-awareness and personal responsibility so that he will experience and enjoy the satisfaction or happiness in his journey of life to become a religious priest in SVD (Societas Verbi Divini). Note: I use the word "candidates" in this paper to replace the word "students" at Seminary "Surya Wacana" Malang. Most of the time, the candidate is called a "Frater". Therefore, it is found in this article the interchangeable use of the word "candidate" and "frater".

Being self-aware as a candidate of a religious priest in SVD must be the pivot of his daily life wherever he is. This self-awareness becomes the main or key competence for the candidate to be happy and cheerfully carry out daily activities in the formation house (seminary). This means that the candidate (called frater) must pay attention and take full responsibility for any demands requested from the formation house (seminary). In seminary, he must be ready and willing to seriously commit the daily activities related to aspects of the formation such as spiritual (prayer, meditation, eucharist, etc.), work, community, and academic life. Besides, they should care and pay attention fully and consciously to other aspects of the formation such as psycho-emotional, vows, and health. In short, all aspects of formation in seminary must be done based on self-awareness, and personal responsibility for living based on self-awareness and carried out with full responsibility is a sign that the person is experiencing satisfaction or happiness by his own life choice.

Studies on relevant literature in the past decade show the dominance of research that examines the influence and impact of self-awareness on other aspects of individual life that are not related to the variables contained in this study, especially life satisfaction. For example, low self-awareness causes individuals to pay less attention to their behaviors that are already considered taboo or forbidden in social life, so peers often feel uncomfortable around them and even avoid them and do not want to accept them as friends (Najdowski, 2017). Studies on aspects of self-awareness among nursing students in India show that most are at an average level (60.5%) and a bit at a low level (7.4%) so that self-awareness training needs to be given because for professional nurses, self-awareness is needed or becomes essential in developing therapeutic relationships with patients who need therapeutic healing (Buvanewari & Sylvia, 2018). The lack of awareness in nursing students about the importance of empathy with patients in developing therapeutic relationships was also found

in a simple survey of three nursing schools in Germany, so practical reflection exercises to increase self-awareness about the importance of empathy need to be given to them (Ahrweiler et al., 2014).

Conversely, high self-awareness has a significant influence on an individual's life and development. Individual students who have self-awareness of intellectual potential and can monitor, regulate and control themselves will feel responsible for the learning process (Devlin, 2010). It was further explained that personal responsibility is closely related to awareness of and control of individual feelings and thoughts, awareness of and control over behavioral choices, computational desires or consideration of the results generated, and awareness of attention to the impact of behavior on others (Mergler, 2016). Self-awareness can also help individuals to develop positive self-regulation and establish healthy interpersonal relationships with others (Erden, 2015). According to Sutton (2016), self-awareness can become a primary tool or means to reduce psychological pressure and at the same time a path for self-development towards psychologically healthy individuals. Therefore, self-awareness can be seen as a tool and a goal. Furthermore, a self-conscious person has a great opportunity to succeed not only in relationships but also in business and work because he can see his own mistakes and find ways to improve, and is able to set personal goals and overcome things that he considers as not good things (Najdowski, 2017).

Thus, self-awareness can be viewed as an internal motivation (from within) that lasts long in an individual's life. It differs from external motivation which is the result of external pressures that is more temporary, situational, and not durable. This internal motivation of self-awareness drives a person to be proactive and responsible for his or her life. Because those who are self-aware of their choice, purpose, status, and roles in this life will exert all their thoughts and actions to achieve their better of life. In short, self-awareness is a key variable that enables a person to control his/her life, in creating or producing what an individual wants and expects of a better personal future and experiences life satisfaction.

However, there are very few studies examining the effect of self-awareness on life satisfaction (Dariyo, 2016) and more researchers focused on the impact of mindfulness on life satisfaction (Wang & Kong, 2013; Tan et al., 2016; Bajaj & Pande, 2016). While, we encountered no studies examining the variables of self-awareness, personal responsibility, and life satisfaction together. We think that, in addition to filling a gap in the field, this study will also contribute to an understanding of the characteristics of SVD candidates (Fratres) regarding self-awareness, personal responsibility, and life satisfaction. On that basis, the purpose of this study was to investigate the effect of self-awareness and personal responsibility on life satisfaction and to determine whether or not self-awareness, personal responsibility, and life satisfaction vary according to the year of study in SVD candidates. In other words, this present study was intended to find out whether seminary students are self-aware, performing personal responsibility of their choice, and indeed living life happily in seminary house. Therefore, the hypotheses of the study were raised based on the correlational model:

1. There is a significant correlation between self-awareness and personal responsibility.
2. There is a significant correlation between self-awareness and life satisfaction.
3. There is a significant correlation between personal responsibility and life satisfaction.
4. Self-awareness and personal responsibility are significant effects on life satisfaction.
5. Self-awareness, personal responsibility, and life satisfaction vary according to the year of study.

## METHODS

This study, which investigated the strength of self-awareness and personal responsibility to predict the life satisfaction of seminary students, was designed in line with a correlational model. It aimed to permit full understanding or clarification of the complexity of the phenomena present in relational research. Associations can thus be determined between thought patterns and behavior descriptive variables (McMillan and Schumacher 2006). Fraenkel et al. (2012) state that correlational research serves two main purposes: (1) to explain human behaviors regarded as important and (2) to predict the probable outcomes of human behaviors. In agreement with the nature of correlational research, this study was intended to determine the power of independent variables (self-awareness and personal responsibility) to predict a dependent variable (life satisfaction).

The data collection in this study was carried out by distributing instruments of self-awareness, personal responsibility, and life satisfaction to 36 students at the Seminary of Surya Wacana in Malang. The instrument used to measure self-awareness is the Self-Consciousness Scale (SCS) produced by Michael F. Scheier. SCS is a scale that measures individual differences in aspects of personal self-awareness, public self-awareness, and social anxiety, which are arranged in 22 items. This scale is measured in the range of values from 0 to 3 where 0 = Not at all like me, 1 = A little like me, 2 = Somewhat like me, and 3 = A lot like me (Scheier & Carver, 2013).

The personal Responsibility Scale (PRS) was developed by Amanda Mergler and Paul Shield to measure personal responsibility. PRS focuses the measurement focus on three aspects, namely personal accountability, behavioral and emotional control, and cognitive control, which are arranged in 23 items. This scale uses a Likert scale with four (4) possible answers, namely 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree (Mergler & Shield, 2016).

Meanwhile, to measure life satisfaction, researchers used the Satisfaction with Life Scale (SWLS) developed by Ed Diener, Robert A. Emmons, Randy J. Larsen, and Sharon Griffin. SWLS which refers to the theory of subjective well-being (Diener et al., 1985) is a scale to measure life satisfaction in general, arranged in five points. SWLS uses a Likert scale with seven (7) possible answers, i.e. 1 = Strongly Disagree; 2 = Disagree; 3 = Slightly Disagree; 4 = Neither Agree nor Disagree; 5 = Slightly Agree; 6 = Agree; 7 = Strongly Agree. The total score is obtained by adding up the participant's answers. Scores can range from 5 to 35 with the highest score indicating having better life satisfaction (Diener et al., 2010).

### Data Analysis

The research data were analyzed using IBM SPSS version 20. The first data analysis was directed to measure the average of each variable, namely self-awareness, personal responsibility, and life satisfaction of the seminary students using descriptive statistics. Then, the researchers looked at the relationship between self-awareness and personal responsibility, self-awareness and life satisfaction, as well as personal responsibility and life satisfaction by using Pearson Product Moment correlation analysis techniques. Yet, it must first meet the requirements of the analysis through several prerequisite test processes before testing a hypothesis. The prerequisite tests are the normality test, heteroscedasticity test, and multicollinearity test.

Furthermore, this study used multiple regression analysis techniques to determine the effect of self-awareness and personal responsibility on the life satisfaction of the seminary students. T-test was used to determine whether there was a partial influence given the independent variable (X), namely self-awareness and personal responsibility on the dependent variable (Y), namely life satisfaction. If the value of  $\text{sig} < .05$  then there was the effect of the independent variable (X) on the dependent variable (Y); conversely if the sig value  $> 0.05$  then there was no effect of the independent variable (X) on the dependent variable (Y).

In addition, the researchers also used the F test to find out whether there was a simultaneous effect (together) of self-awareness and personal responsibility on self-satisfaction of the seminary students in Malang. If the sig value  $< .05$  then there was the effect of the independent variable (X) simultaneously on the dependent variable (Y); conversely if the sig value  $> .05$  then there was no effect of the independent variable (X) simultaneously on the dependent variable (Y).

Subsequent analysis used the coefficient of determination to determine what percentage of influence exerted simultaneously variables of self-awareness and personal responsibility on life satisfaction of the seminary students in Malang.

Finally, analyses of variance (ANOVAs) were also conducted to verify whether the year of study difference would emerge in self-awareness, personal responsibility, and life satisfaction among seminary students in Malang.

## RESULTS

### Descriptive Statistic

Descriptive analysis results of the three variables (self-awareness, personal responsibility, and life satisfaction) indicated the minimum, maximum, mean, and standard deviation values as presented in table 1, for subjects on the variable self-awareness (SA) has the lowest value of 32, the highest value

of 57, and an average value of 45.19. Furthermore, the variable personal responsibility (PR) obtained the lowest value of 58, the highest value is 83, and the average value of the subject of 68.53. Whereas in the life satisfaction variable (SWL) the lowest value obtained by the subject was 16, the highest value was 32, and the average value was 25.56.

**Table 1. Descriptive**

	N	Range	Minimum	Maximum	Mean	Std. Deviation
SA	36	25	32	57	45.19	6.449
PR	36	25	58	83	68.53	5.700
SWL	36	16	16	32	25.56	3.828
Valid N (listwise)	36					

**Test for Regression Assumptions**

The normality test in this study used the Shapiro-Wilk test as showed in table 2. This test was conducted to determine whether the research variables have been normally distributed or not. The normality test results showed that the Self-Awareness variable has a significance of .665, the Personal Responsibility variable was at the significance level of .327, and the magnitude of the significance of the Satisfaction with Life variable was .142. Because the significance value of the three variables was greater than .05, it can be concluded that all data on the three variables are normally distributed, so that the data from the three variables that have been declared have passed the normality assumption test.

**Table 2. Normality Test**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SA	.077	36	.200*	.978	36	.665
PR	.121	36	.200*	.966	36	.327
SWL	.147	36	.047	.954	36	.142

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

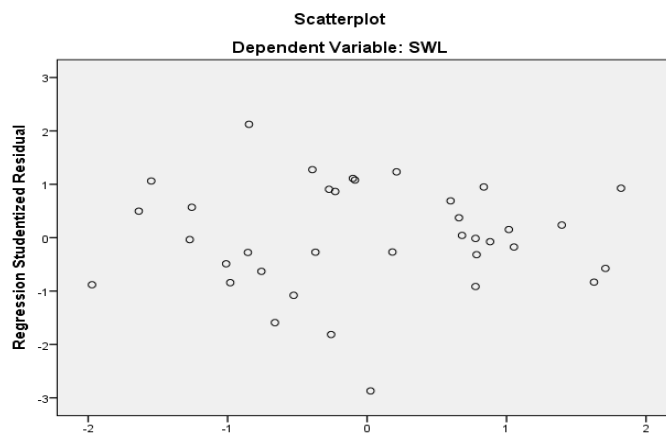
The results of the multicollinearity test using IBM SPSS 20 can be seen in Table 3. It was obtained that the tolerance value of self-awareness and personal responsibility was .818 and VIF was 1.222. The calculated tolerance value was greater than the tolerance value (.818 > .10), while the calculated VIF value was smaller than the comparable VIF value (1.222 < 10), so it can be concluded that there was no multicollinearity on the variables of self-awareness and personal responsibility.

**Tabel 3. Multicollinearity Test**

Model		Collinearity Statistics	
		Tolerance	VIF
1	SA	.818	1.222
	PR	.818	1.222

a. Dependent Variable: SWL

To find out the residual inequality from one observation to another or not in the regression model requires the heteroscedasticity test. Test results will show homoscedasticity if the residual variance from one observation to another is the same or fixed, while if the residual variance from one observation to another is different, it is called heteroscedasticity. The heteroscedasticity test can be seen through the plot between residuals and the results of multiple regression (Figure 1).



**FIGURE 1.** Heteroscedasticity Test

Figure 1 shows the distribution of points scattered randomly, and does not form a specific pattern, but instead forms a band between the values of -2 to 2. This shows that there is no residual heteroscedasticity in the results of the regression model. So, from the results of the heteroscedasticity test, it can be said that the existing data have passed the heteroscedasticity assumption test.

**Correlation Analysis**

The results of Pearson Product Moment correlation analysis showed the relationship between variables of self-awareness, personal responsibility, and life satisfaction (Table 4).

**Table 4.** Correlations

	SA	PR	SWL
Pearson Correlation	1	.426**	.454**
Sig. (2-tailed)		.010	.005
N	36	36	36
Pearson Correlation	.426**	1	.002
Sig. (2-tailed)	.010		.991
N	36	36	36
Pearson Correlation	.454**	.002	1
Sig. (2-tailed)	.005	.991	
N	36	36	36

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

The data revealed a correlation between self-awareness and personal responsibility because it has a significant level of  $.010 < .05$  with a moderate degree of correlation (.426). The same thing happened to the variables of self-awareness and life satisfaction which has a significant level of correlation of  $.005 < .05$  with a moderate degree of correlation (.454). Whereas the variable of personal responsibility and life satisfaction found a significant correlation value of  $.991 > .05$  so that it was declared uncorrelated.

**Test of Hypothesis**

A hypothesis test was used to decide whether a hypothesis is accepted or rejected. This study used multiple regression techniques for hypothesis testing. Predicting the effect of independent variables on the dependent variable is the goal of the multiple regression test. This study hypothesizes that there is an influence of self-awareness and personal responsibility on the life satisfaction of seminary students in Malang. Hypothesis results as presented in table 5 and table 6 and further discussion of hypotheses will be explained through the following F-tests and t-tests:

**Table 5. F test Results**

Model	Change Statistics				
	R Square Change	F Change	df1	df2	Sig. F Change
1	.251 <sup>a</sup>	5.522	2	33	.009

a. Predictors: (Constant), PR, SA

b. Dependent Variable: SWL

**F test**

Significance of the regression coefficient where the variable of self-awareness (X1) and personal responsibility variable (X2) simultaneously (together) affect the variable of life satisfaction (Y) is the purpose of the F test.

**Table 6. T test Results**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	21.477	7.061		3.042	.005
1 SA	.329	.099	.554	3.323	.002
PR	-.157	.112	-.234	-1.405	.169

a. Dependent Variable: SWL

Based on the results of multiple linear analysis or F test, it was revealed that F value = 5,522 with a significance value of .009 smaller than .05 ( $p = .009 < .05$ ). Therefore, the research hypothesis was accepted. So, it can be said that there was a significant effect simultaneously of self-awareness and personal responsibility on the life satisfaction of seminary students in Malang.

Furthermore, based on the determination test the R square value is .251 or 25.1%. This value shows that the percentage contribution of the influence of independent variables (self-awareness and personal responsibility) to the dependent variable (life satisfaction) by 25.1%. In other words, variations in the variable of self-awareness and personal responsibility can explain 25.1% of the variation in life satisfaction variables, while the remaining 74.9% is influenced or explained by other variables not included in this study.

**T-test**

The results of the t-test were:

1. T value for the self-awareness variable (X1) of 3.323 with a significance level of 0.002. The significance level of  $.002 < .05$ , so the hypothesis of this study was accepted, which said there was a significant influence of self-awareness on life satisfaction.
2. T value for the variable personal responsibility (X2) of -1.405 with a significance level of .169. This shows that there is no influence at all on personal responsibility towards life satisfaction, so the research hypothesis which states the influence is rejected.

**Table 7. ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
Self Awareness	Between Groups	149,056	3	49,685	1,217	.319
	Within Groups	1306,583	32	40,831		
	Total	1455,639	35			

Personal Responsibility	Between Groups	95,706	3	31,902	,980	,414
	Within Groups	1041,267	32	32,540		
	Total	1136,972	35			
Satisfaction with Life	Between Groups	28,656	3	9,552	,631	,600
	Within Groups	484,233	32	15,132		
	Total	512,889	35			

Meanwhile, in Table 7 it is shown that there were no significant differences between the fratres based on year of study according to level of self-awareness ( $F = 1,217$ ,  $p = .319$ ), personal responsibility ( $F = .980$ ,  $p = .414$ ), and life satisfaction ( $F = .631$ ,  $p = .600$ ). Therefore, the hypothesis which states that self-awareness, personal responsibility, and life satisfaction vary according to years of study was rejected.

## DISCUSSION and CONCLUSIONS

The results of data analysis showed several things related to the level of self-awareness, personal responsibility, and life satisfaction, and also the results of the influence of self-awareness and personal responsibility on life satisfaction. Descriptive analysis results of the study showed that the level of self-awareness, personal responsibility, and life satisfaction of the students at SVD Seminary "Surya Wacana" Malang is somewhat high. The somewhat high level of these three variables occurs at all levels of study. Therefore, it is recommended that those who in charge of formation institution need to develop formation programs that can increase more self-awareness because the greater self-awareness the students have, the greater sense of personal responsibility, too and then they are expected to live more joyful and satisfied in formation houses daily, even though life satisfaction is very subjective. As we increase our awareness of the choices available to us, we also increase our sense of responsibility for the consequences of these choices (Corey, 2017).

The results of Pearson Product Moment correlation analysis show the relationship between self-awareness and personal responsibility. Through high self-awareness, the candidate can position himself well and responsibly in his daily life and activities in the formation house as a personal commitment to his calling as a candidate of a priest in SVD. Corey (2017) asserts that the greater the level of human awareness of life choices, the greater the sense of personal responsibility for the consequences of the choices he makes. Personal responsibility here means one's belief that the person is the master of his own life, who is aware of choices and goals and is responsible for his behavior and consequences (Smithikrai et al., 2015).

From the hypothesis test that has been done, it can be seen that self-awareness influences the life satisfaction of SVD fratres. This means that the higher self-awareness Fratres have, the higher satisfaction of life they experience. Conversely, if the SVD fratres have low self-awareness, they will experience low life satisfaction. However, when looking at the results of the self-awareness regression test on life satisfaction it is known that  $\beta = .554$ ,  $t = 3.323$ ,  $p = 0.002 < 0.05$ . This means that the effect of self-awareness on life satisfaction contributes 55.4%. Thus, self-awareness is classified as having a significant contribution to life satisfaction. Meanwhile, there were 44.6% derived from other factors which also influenced the life satisfaction of the SVD Fratres in Malang. A person who has high self-awareness is a person who can see clearly, evaluate and accept himself as he is because he is aware of various aspects of his life experience both positive and negative (Duval & Silvia, 2002). In other words, self-awareness can lead someone to accept himself/herself as he/she is. The ability to accept ourselves as we are is truly a gift that leads us not only to self-acceptance but also to true freedom (Craig et al., 2015).

Andren (2012) further added that self-awareness is only owned by a person who is accustomed to doing self-reflection, which is an activity to observe and evaluate his entire life experiences. These experiences become valuable learning resources for him because people who have self-awareness can find meaningfulness in their lives (Heintzelman & King, 2014), which leads to life satisfaction. Yamawaki et al. (2011) explained that self-conscious individuals can improve negative things and reinforce positive experiences so that they are increasingly able to control themselves. The ability to



control oneself is an important key for an individual to be able to live and appreciate his life, so he can achieve and experience satisfaction in his life. According to Pavot and Diener (1993), satisfaction with life is a cognitive assessment in general of an individual's life based on one's standards. The assessment of life satisfaction is dependent on the criteria made by an individual; he/she evaluates how satisfying his/her life is depending on his/her chosen standards rather than externally imposed standards (Diener et al., 1985).

The results of data analysis in a study conducted based on the results of the F test showed, simultaneously had a substantial effect on self-awareness and personal responsibility towards life satisfaction of seminary students in Malang. Acceptance of the above hypothesis test can be explained that when the fratres have self-awareness about their status as candidates for priests, he has a sense of personal responsibility to meet the demands and conditions contained in the formation house so that he experiences life satisfaction during undergoing a period of formation in seminary to become a priest in the Society of Divine Word or SVD (Societas Verbi Divini).

As for the limitation of the present study, it can hardly be expected that our findings, drawn from the small population of a single seminary, reflect the results of all seminaries. Furthermore, it would have been interesting to have information about external factors such as facilities and environmental conditions of all participants involved in the study. Moreover, researchers need to seek some programs that have been done information house and how those programs affect the formandi's self-awareness and personal responsibility in their journey of living as an SVD candidate in Seminary House. Notwithstanding these limitations, it should be noted that the present study is quite meaningful in terms of homogeneity, in that all students (Fratres) at SVD Seminary participated.

The results of the study as well as the discussions that have been carried out by researchers can conclude that there is a significant effect of self-awareness and personal responsibility towards life satisfaction of seminary students in Malang. But partially, the self-awareness variable can affect life satisfaction, while the personal responsibility variable has no impact on life satisfaction on the seminary students in Malang. In addition, the results showed that students do not vary according to the year of study in terms of self-awareness, personal responsibility, and life satisfaction.

The development of the formation program to increase the self-awareness of the seminary students in Malang needs to be encouraged so that they can show their responsibility for the call given by God to them. Self-awareness will help them experience the satisfaction of life in undergoing vocations and activities at formation house.

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