



THE EFFECT OF PERSONALITY TRAIT, GRATITUDE AND GENDER ON CIBI (CERDAS ISTIMEWA DAN BAKAT ISTIMEWA) STUDENTS' LIFE SATISFACTION

Anissa Nurfajriahⁱ,
Gabriella El Shadai,
Nur Amalia Djai Mandar

Faculty of Psychology,
University of Persada Indonesia Y.A.I,
Indonesia

Abstract:

The study aimed to examine the effect of personality trait (extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience), gratitude and gender on life satisfaction on 209 CIBI (Cerdas Istimewa dan Bakat Istimewa) students (92 male and 117 female) from Senior High School 2 at South Tangerang, Province of Banten. They completed Brief Multidimensional Student Life Satisfaction Scale (BMSLSS) which measures life satisfaction, Big Five Inventory- Kurzversion which measures trait personality and The Gratitude Questionnaire-Six Item form (GQ-6) which measures gratitude. Sampling technique that used in this research is non-probability sampling. This study examined the validity of measurements by using confirmatory factor analysis (CFA), while data analysis used regression analysis technique. The results revealed that there was a significant effect of personality traits, gratitude and gender on life satisfaction of CIBI children at 30,8%. It means that the proportion of variants of life satisfaction in CIBI students can be explained by personality traits, gratitude and gender 30,8% and 69,2% explored by other factors. More specifically, extraversion, conscientiousness, gratitude and gender variables had a positive and significant influence on CIBI students' life satisfaction. The other side, Neuroticism had a negative and significant influence on CIBI students' life satisfaction. Meanwhile, agreeableness and openness to experience did not have a significant effect on life satisfaction of CIBI children.

Keywords: life satisfaction, personality trait, gratitude, CIBI

1. Introduction

Life satisfaction is a cognitive assessment carried out by individuals when evaluating their satisfaction with their life as a whole or in a more specific life domain, such as family,

ⁱ Correspondence: email anissanurfajriah@gmail.com, gabrielshadai@gmail.com

environment, friends, school and themselves (Huebner, in Suldo & Huebner, 2005). Individuals in evaluating life can be influenced by several factors, one of them is intellectual. Life satisfaction can be experienced by anyone, without exception, so as a teenager with special intelligence and special talents. In Bergold's research, et al. (2015) show that life satisfaction is significant with one's giftedness. Gifted boys emerged with higher scores on life satisfaction than gifted girls who scored lower. Gifted children have extraordinary abilities capable of achieving high achievement and need an educational program that is different from regular school programs to develop the potential and contribution of gifted children to themselves and society (in Renzulli, 1978).

Terman was the first to study the life satisfaction of intellectually gifted children in his "Genetic Studies of Genius". Terman's research shows a positive relationship between intelligence and life satisfaction (in Bergold, et al., 2015). The life satisfaction of gifted children was also investigated in Chan's (2012) study; this study found that individuals with healthy perfectionism have high life satisfaction and happiness. Some people often think that gifted children is totally different with other children. But in fact, they still have a very high sense of responsibility, especially their parents and have a high sense of humor. But what we need to know is, the transition to socio-emotional development experienced by adolescents is the search for freedom, and the desire to spend more time with peers (Santrock, 2009). Lack of socialization with the environment makes many children become individualistic and consider everything to be a competition (Agustyawati & Solicha, 2009). For gifted children, the opportunity to develop is obtained through the satisfaction of the essential needs of psychology in leisure activities (Veronneau, in Laversen, et al., 2010).

At the adolescent level, individuals are experiencing a complex process in biological, psychological, emotional, cognitive and social aspects (Eryilmaz, 2011). This complex process can also affect how a teenager evaluates his life. This can be seen from the results of research by Wu and Zhou (2010) that in the aspect of life satisfaction in adolescents, family satisfaction and friendship satisfaction have high scores, and satisfaction in school has the lowest score. According to the Professor of Special Education at the Postgraduate Program at the Faculty of Psychology, University of Indonesia, Conny R Setiawan, that two to ten percent of gifted children tend to have learning difficulties. The main characteristic of a group of gifted children who have learning difficulties is the existence of social and emotional problems which are not related to one another (in Latief, 2009).

Children with extraordinary talents are equally likely to fail or succeed in adulthood (in Puji B., 2010). One study found that of 210 gifted bright children, only three percent ended up "becoming people." Professor Joan Freeman said of the 210 children studied, only half a dozen could be said to have achieved "conventional success". Professor Freeman tracks gifted children in the fields of mathematics, art and music from 1974 to the present. Most gifted children do not succeed in adulthood because of the treatment gifted children experience and in some cases are taken from childhood.

Most gifted children have high self-esteem, are more skilled in social life, and have emotional adjustments above average (in Icha, 2013). However, some gifted children actually experience emotional and social problems because they feel they are treated differently from their peers. Gifted children often feel bored and frustrated with activities that are too easy at school. When doing assignments, the feeling of boredom made him work carelessly so that the scores obtained did not match their abilities.

2. Literature Review

According to the German psychiatrist, Lange Eichbaun, gifted children have a strong stand, are confident, innovative, and responsive to the world around them. However, at the same time, he had a hard time understanding other people's abilities, was selfish, and his thought patterns were difficult to understand. In his research, there is 37% of gifted children have mild mental disorders, 46% are psychopaths, 10% are mild psychopaths, and only 1% are normal. The main approach in dealing with gifted children is enrichment and acceleration (in Icha, 2013).

Also, from a preliminary study conducted on 10 accelerated students at SMAN 2 Tangerang Selatan, it shows that students who take the acceleration program have several problems that interfere with their social development phase, such as playing and interacting with their peers. But in fact, many accelerated students experience stress and don't live well. Accelerated students who do not have time to play are due to the density of learning at school or at home, while regular students are free to do so according to their development phase. In this accelerated class, the competition between students is very shown in the class, this competition makes all students set high standards on the targets they will achieve, thus making accelerated children very individualistic.

The end of the week for CIBI children is spent taking lessons and repeating material that they have not understood, not only that, but the daily assignments given to CIBI children also take up free time. The view of teachers who often think that children with acceleration are children who are capable in all subjects is a complaint that many children with acceleration feel. It is not uncommon for teachers to discuss that the development of children's accelerated grades has decreased, causing the average grade of the batch to also decline. The pressure felt by children with acceleration is very high, and many targets and demands are placed on students (Personal Interview, 9-12 December 2015). Based on the conclusions from the results of the preliminary studies that have been done, it is confirmed that the potential capital of intelligence and talent alone is not enough to encourage one's success. SMAN 2 students consider happiness and life satisfaction to be very important. And they consider achievement and failure in school to be a measure of their life satisfaction (Personal Interview, 2015).

There are several factors that can influence life satisfaction, namely personality traits (Schimmack, Oishi, Furr & Funder, 2009), gratitude (Emmons & McCullough, 2003), gender (Leversen, Danielsen, Birkeland & Samdal, 2012), perfectionists (Chan, 2012), emotional intelligence (Palmer, Donaldson & Stough, 2002), culture (Schimmack,

Radhakrishnan, Oishi, Dzokoto & Ahadi, 2002), and psychological needs (Laversen, et al., 2012). Of the several factors that will be investigated further are personality trait variables, gratitude, and gender as predictors that affect life satisfaction. Previous research indicates that life satisfaction is influenced by personality (Diener & Lucas, in Schimmack, et al., 2002). According to McCrae and Costa (in Feist & Feist, 2009) The big five personality trait is a collection of five personality trait dimensions namely extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience which are used to analyze a person's personality.

In the same study it was also found that personality has a stronger influence on hedonic balance than life satisfaction. Extraversion and neuroticism affect the hedonic balance directly, while the effect on life satisfaction is mediated by hedonic balance (Schimmack, et al., 2002). Schimmack, et al. (2009) conducted four studies measuring two Big Five personality traits, extraversion, neuroticism and aspects of them. Extraversion and neuroticism came out as the strongest predictors of significant life satisfaction. This study also included three other dimensions as predictors but conscientiousness and openness to experience did not explain the unique variance in life satisfaction and low scores on life satisfaction.

In Quevedo and Abella's (2010) study, neuroticism and extraversion showed the highest effect on life satisfaction and followed by conscientiousness. Individuals who have high levels of neuroticism indirectly have emotional instability and negative emotional tendencies. The results of other studies show agreeableness affects life satisfaction by being mediated by time (how long you experience difficulty) (Boyce & Wood, 2011). Individuals who have high agreeableness have the ability to adapt to the most difficult circumstances they have or have disabilities, which can affect their life satisfaction (Boyce & Wood, 2011).

In addition to personality traits, research conducted by Emmons and McCullough (2003) shows that there is a significant relationship between life satisfaction and gratitude. Gratitude or gratitude is a general tendency to recognize and respond positively to emotions of gratitude to a number of situations that a person experiences in life (McCullough, Emmons, & Tsang, 2002). Seen from participants with gratitude conditions who report being very satisfied with their lives as a whole and feel more connected to other people than participants with controlled mindset conditions (Emmons & McCullough, 2003). Research conducted by Park, Peterson and Saligman (2004) also showed the same results, gratitude has a strong correlation with life satisfaction.

Apart from these factors, gender is also considered to have an effect on life satisfaction.

Life satisfaction and sex are significant at the 0.001 level for men but not for women who are affected by perfectionists (Wang, Yuen & Slaney, 2009). In the research of Levenson et al. (2012) also found that men have higher life satisfaction, competitive competitiveness, and participation in leisure activities than women who are influenced by the psychological needs of adolescents. Research conducted by Bergold, Wirthwein, Rost and Steinmay (2015) wants to see the effect of giftedness on life satisfaction, it appears that male gifted children appear with the highest value on life satisfaction, after

that there are ordinary boys, then children. ordinary women and gifted girls lastly. It was concluded that girls have lower life satisfaction than boys.

Based on existing research in Indonesia regarding gifted children or CIBI, researchers see that there are not many studies that examine the topic of life satisfaction in CIBI children. Seeing the importance of society in knowing the factors that affect life satisfaction in CIBI children and seeing the phenomenon from the preliminary study conducted by researchers, many accelerated students are depressed and dissatisfied with the choices chosen by parents or problems that arise in the school environment, researchers feel the need for research on life satisfaction in CIBI children, as a reference to better understand the phenomenon of life satisfaction in CIBI children.

This research is more focused on how personality traits, gratitude and gender affect life satisfaction in CIBI children. Therefore, the researcher wanted to conduct research on the influence of personality traits, gratitude, and gender on life satisfaction in CIBI children.

3. Material and Methods

3.1 Population, sample and sampling technique

The population in this research were students of CIBI SMAN 2 Tangerang Selatan. We chose this population because SMAN 2 Tangerang Selatan has a special CI-BI program (Special Intelligence and Special Talent), not only an acceleration class program but also an enrichment class program and the phenomenon that the author finds are quite related to the sample. The total population was 450 people, but the school only allowed the authors to take a sample of 209 people. The characteristics of this population were students of the special acceleration and enrichment programs.

The sampling technique we used was non-probability sampling, which means that each member of the population does not have the same opportunity to become a sample, where the determination of the sample is based on certain criteria.

3.2 Research instrument

There are three measuring instruments used by researchers in this study:

3.2.1 Life satisfaction scale

Life satisfaction in this study was measured using a modified measuring instrument (BMSLSS) from Huebner (1997). The research instrument is a scale consisting of 6 items to measure aspects of life satisfaction, namely family, friendship, school, oneself, the environment and the whole. This scale provides four answer choices for the Likert scale model with weighted values from 1 to 4.

3.2.2 Personality trait scale

Personality traits were measured using a modification of the BFI-K from Rammstedt and John (2005) which measures the five big five personality dimensions, namely

extraversion, agreeableness, conscientiousness, neuroticism and openness to experience. The research instrument was a scale consisting of 21 items. This scale provides four answer choices for the Likert scale model with weighted values from 1 to 4.

3.2.3 Gratitude scale

Gratitude in this study is to be measured using a modified scale of the measuring instrument (GQ-6) from McCullough, et al., (2002). The research instrument was a scale consisting of 6 items to measure the aspects of gratitude, namely intensity, frequency, span and density. This scale provides four answer choices for the Likert scale model with weighted values from 1 to 4.

4. Result and Discussion

4.1 Description of the research subject

The subjects of this research were 209 students of SMAN 2 Tangerang Selatan (117 girls and 92 boys). The research subjects consisted of acceleration and enrichment classes, dominated by the enrichment class totaling 128 students, while the acceleration class consisted of 81 students ranging in age from 12 to 17 years. The age characteristics of the respondents were dominated by respondents aged 16 years totaling 127 students, then respondents aged 15 years were 62 students, respondents aged 14 years were 14 students, respondents aged 13 years were 4 students and respondents aged 12 and 17 were has the same number of 1 student.

Table 1: Characteristics of research respondents

Description	Frequency	Percentage (%)
Gender		
Female	117	55.98
Male	92	44.02
Type of service		
Acceleration	81	38.76
Enrichment	128	61.24
Age		
17 years old	1	0.48
16 years old	127	60.77
15 years old	62	29.67
14 years old	14	6.69
13 years old	4	1.91
12 years old	1	0.48

4.2 Hypothesis Test Results

4.2.1 Regression Analysis

Table 2: R-Square

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.555a	.308	.284	7,51519
a. Predictors: (Constant), TP, Conscientiousness, Agreeableness, Gender, Extraversion, Openness, Neuroticism, Gratitude				

Based on the data in the R-Square table, it is known that the R-Square acquisition is 0.308 or 30.8%. This means that the proportion of the variance of life satisfaction described by the independent variable is 30.8%, while 69.2% is influenced by other variables outside of this study.

4.2.2 ANOVA Overall Effect Independent Variable to Dependent Variable

Table 3: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5045,383	7	720,769	12,762	.000 ^b
	Residual	11352,085	201	56,478		
	Total	16397,468	208			
a. Dependent Variable: Life Satisfaction						
b. Predictors: (Constant), TP, Conscientiousness, Agreeableness, Gender, Extraversion, Openness, Neuroticism, Gratitude						

Based on the ANOVA table, it is known that the p value (sig) in the rightmost column is 0,000 or with a p value <0.05. Thus, the hypothesis which states that there is a significant effect of all independent variables on life satisfaction is accepted, meaning that there is a significant effect of extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience, gratitude and gender on life satisfaction.

4.2.3 Regression Coefficient from Seven Independent Variable to Affecting Dependent Variable

Table 4: Regression Coefficient

Coefficients ^a						
Model		Unstd Coeff		Std Coeff	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	39,130	6,921		5,654	.000
	Extraversion	.136	.061	.141	2,227	.027
	Agreeableness	.019	.058	.022	.334	.739
	Conscientiousness	.196	.071	.186	2,748	.007
	Neuroticism	-.301	.069	-.278	-4,337	.000

	Openness	-.081	.069	-.073	-1,169	.244
	Gratitude	.227	.080	.198	2,844	.005
	Gender	2,385	1,092	.134	2,185	.030
a. Dependent Variable: Life Satisfaction						

Based on the table of regression coefficients, it can be seen that there are five variables that significantly affect life satisfaction, namely extraversion with a significance of 0.027, conscientiousness with a significance of 0.007, neuroticism with a significance of 0.000, gratitude with a significance of 0.005 and gender with a significance of 0.030.

4.3 Proportion of Variance

For the proportion of the variance of each independent variable on life satisfaction, there are five variables that significantly contribute, namely:

- 1) The extraversion variable contributed 10% to the variance of life satisfaction. Significant contribution with Sig. F change = 0,000.
- 2) Conscientiousness variable contributed 7.4% to the variance of life satisfaction. Significant contribution with Sig. F change = 0,000.
- 3) The neuroticism variable contributed 7.9% to the variance of life satisfaction. Significant contribution with Sig. F change = 0,000.
- 4) The gratitude variable contributed 2.8% to the variance of life satisfaction. Significant contribution with Sig. F change = 0.005.
- 5) The gender variable contributed 1.6% to the variance of life satisfaction. Significant contribution with Sig. F change = 0.030.

5. Discussion

The characteristics of the respondents in this study were dominated by CIBI children (special intelligence and special talents) at SMAN 2 Tangerang Selatan. At the level of adolescents themselves, they are experiencing a complex process in biological, psychological, emotional, cognitive and social aspects (Eryilmaz, 2011). This complex process can also affect how an individual evaluates his life. Respondents in this study showed a score of life satisfaction categorization which tended to be low with a percentage of 55.02%.

Extraversion personality trait assesses the quantity and intensity of a person's interpersonal interactions in the social environment (Costa & McCrae in Pervin & John, 1997). Extraversion has the largest contribution among others, which is 10%. The characteristics of the high score extraversion indicate that the individual is affectionate, likes to join group members, talks a lot, likes fun, is active, and is always enthusiastic (McCrae & Costa, in Feist & Feist, 2009). Extraversion variable scores in this study tend to be in the high category. According to Laversen, et al. (2012) the more often teenagers participate and the more activities they participate in, the higher their experience in need satisfaction and life satisfaction. Therefore, CIBI children who are high on extraversion

scores have unlimited social relationships that will make them feel satisfied with themselves compared to CIBI children who have difficulties in their social relationships. The extraversion dimension in this study has a significant effect on life satisfaction in CIBI children in a positive direction. This means that the higher the extraversion, the higher the life satisfaction of the CIBI child. This is consistent with research conducted by Schimmack, et al. (2002) who stated that extraversion significantly affects life satisfaction mediated by Hedonic Balance. In line with the research conducted by Quevedo and Abella (2011), extraversion also shows the highest correlation with life satisfaction. Research conducted by Schimmack, et al. (2009) also confirmed that the extraversion dimension was the strongest predictor of life satisfaction.

Agreeableness personality trait assesses the quality of a person's interpersonal orientation (Costa & McCrae in Pervin & John, 1997). Agreeableness personality characteristics are soft-hearted, trusting, generous, friendly, tolerant, friendly and kind (McCrae & Costa, in Feist & Feist, 2009). In this study, agreeableness has a low score which means very range with low life satisfaction, because individuals with low agreeableness tend to be dishonest. This is also confirmed by research conducted by Shimmack et al., (2002) who discarded the agreeableness dimension from the model because it contradicted predictions, in his study agreeableness was not significantly associated with life satisfaction.

Agreeableness personality trait does not significantly influence life satisfaction in CIBI children. This contrasts with research conducted by Boyce and Wood (2011) which states that agreeableness affects life satisfaction by being mediated by time (how long you experience difficulty). Research conducted by Extremera and Fernandez-Berrocal (2005) also showed a significant correlation between life satisfaction and agreeableness. In contrast to previous studies, research by Joshanloo and Afshari (2009) found that agreeableness did not appear to be a significant predictor of life satisfaction in the regression analysis. In some cases, the relationship between specific variables such as (agreeableness, conscientiousness, extraversion, openness to experience) on life satisfaction was not statistically significant (Prenda & Lachman, 2001). This is also confirmed by research conducted by Shimmack et al., (2002) who discarded the agreeableness dimension from the model because it contradicted predictions, in his study agreeableness was not significantly associated with romantic satisfaction and life satisfaction, meaning that the level of agreeableness in a person did not affect life satisfaction.

Conscientiousness personality trait is an assessment of the organizational level of persistence, and individual regularity (Costa & McCrae in Pervin & John, 1997). Individuals with conscientiousness can be defined as individuals who are conscientious, hardworking, regular, disciplined, ambitious, and persistent (McCrae & Costa, in Feist & Feist, 2009). Individuals who have the conscientiousness personality trait tend to appreciate the time that their CIBI children have and are satisfied with what they have achieved because of their hardworking nature.

The personality trait variable conscientiousness has a significant effect on life satisfaction in CIBI children in a positive direction. That is, the higher the conscientiousness, the higher the life satisfaction of the CIBI child, or vice versa. This is in accordance with the research conducted by Quevedo and Abella (2011), conscientiousness also shows the highest correlation with life satisfaction. Research conducted by Boyce, Wood and Brown (2010) strengthens previous research which states that the conscientiousness dimension has a significant effect on life satisfaction. In contrast to the research conducted by Joshanloo and Afshari (2009), it was found that conscientiousness did not appear as a significant predictor of life satisfaction in the regression analysis.

Neuroticism personality trait assesses an individual's emotional adjustment and stability (McCrae in Pervin & John, 1997). Neuroticism has individual characteristics that tend to be anxious / anxious, temperamental, emotional and prone to criticism from others (McCrae & Costa, in Feist & Feist, 2009). In the neuroticism variable, respondents in this study are in the high category. individuals who have high levels of neuroticism experience more negative life events than other individuals (Magnus, Diener, Fujita & Pavot, 1993) in part, because they choose themselves to enter into situations that encourage negative influences (Emmons, Diener & Larsen, in Judge, Heller & Mount, 2002). Schimmack, et al. (2002) argue that individuals rely on good and bad events that occur in their lives to form life satisfaction assessments. Therefore, CIBI children with high neuroticism will feel dissatisfied with the various problems faced at school and at home.

Based on the results of research and hypothesis testing, it was found that neuroticism has a significant effect on life satisfaction in CIBI children in a negative direction. That is, the higher the neuroticism, the lower the life satisfaction of the CIBI child, or vice versa. This is consistent with research conducted by Schimmack, et al. (2002) who stated that neuroticism significantly affects life satisfaction mediated by Hedonic Balance. In line with research conducted by Quevedo and Abella (2011), neuroticism also shows the highest correlation with life satisfaction. Research conducted by Schimmack, et al. (2009) also confirmed that the neuroticism dimension was the strongest predictor of life satisfaction.

Openness to experience personality trait is an assessment in proactive search and appreciation of one's own experiences (Costa & McCrae in Pervin & John, 1997). Individuals who score high on openness to experience tend to be realistic, imaginative, creative, innovative, always curious, like something different, and free. The score for the categorization of the openness to experience variable in this study belongs to the low category. Openness to experience is related to how CIBI children can be open to new experiences and appreciate their own experiences. The low category indicates that most of the respondents in this study were not open to new experiences which resulted in being very vulnerable with low life satisfaction.

Openness to experience personality type does not significantly influence life satisfaction in CIBI children. This is in line with research conducted by Joshanloo and

Afshari (2009) that openness to experience does not correlate with life satisfaction. Likewise, research conducted by Denave and Copper (1998) stated that openness to experience does not emerge as a strong and consistent predictor of life satisfaction. In contrast to research conducted by Prenda and Lachman (2001) states that openness to experience is negatively related to life satisfaction. This is also consistent with research conducted by Schimmack et al. (2009) which states that openness to experience significantly affects life satisfaction.

In this study, the score of the gratitude variable is in the high category. Gratitude makes a person feel happy, optimistic and feels life satisfaction (Froh, Sefick & Emmons, 2008). This means that life satisfaction arises because of gratitude. This is in line with research by Emmons and McCullough (2003) which states that students who are grateful by noting the kindness they receive show an increase in social relationships, improved health, feel life satisfaction and feel happy. Therefore, when CIBI children have gratitude, they are able to take the positive values they receive so that they will feel grateful. When they are able to positively assess themselves and according to what the CIBI child wants, it means that the CIBI child has achieved life satisfaction.

This study used the gender demographic variable. The results showed that gender had a statistically significant effect on life satisfaction among CIBI children. From the different test results, it was found that the male gender had a more dominant level of life satisfaction than men. This is in accordance with research conducted by Wang, Yuen and Slaney (2009) that gender is also considered to have an effect on life satisfaction. Life satisfaction and sex were significant at the 0.001 level for men but not for women who were affected by perfectionists. In contrast to research conducted by Kong, Ding and Zhao (2014) stated that gender differences were not found to have a significant effect on life satisfaction. In the research of Levenson et al. (2012) was found that men have higher life satisfaction, competitive competitiveness, and participation in leisure activities than women who are influenced by the psychological needs of adolescents. The research conducted by Bergold et al. (2015) wants to see the effect of giftedness on life satisfaction, it can be seen that male gifted children appear with the highest value on life satisfaction, after that there are ordinary boys, then ordinary girls and finally girls gifted. It was concluded that girls have lower life satisfaction than boys. The research conducted by Bergold et al. (2015) wants to see the effect of giftedness on life satisfaction, it can be seen that male gifted children appear with the highest score on life satisfaction, after that there are ordinary boys, then ordinary girls and finally girls gifted. It was concluded that girls have lower life satisfaction than boys. The research conducted by Bergold et al. (2015) wants to see the effect of giftedness on life satisfaction, it can be seen that male gifted children appear with the highest score on life satisfaction, after that there are ordinary boys, then ordinary girls and finally girls gifted. It was concluded that girls have lower life satisfaction than boys.

6.1 Recommendations

- a. Maintain and develop some activities that gifted children still can contribute, so those can increase their experiences, and their life satisfaction.
- b. Free the social relationship of gifted children, let them express their self with other.
- c. Guide the gifted children to be a hard worker, discipline, ambitious, and kind hearted person.

7. Conclusions

Based on the results of the regression analysis, there was an effect of extraversion, agreeableness, conscientiousness, neuroticism and openness to experience, gratitude and gender significantly on life satisfaction with a contribution of 30.8%. As for the results of the F test, it can be seen that the null hypothesis which states that there is no influence of all independent variables on the dependent variable is rejected. Based on the value of the regression coefficient, there are five of the seven independent variables that significantly affect the dependent variable, namely extraversion personality traits, conscientiousness, neuroticism, gratitude and gender. The predictor with the greatest contribution to life satisfaction in CIBI children is the extraversion variable.

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Conflict of Interest Statement

The authors declare no conflicts of interests.

About the Authors

The authors are three Bachelors of Psychology. They currently are studying master's degree in psychology. Their research interest are about gifted children, life satisfaction, and well-being. They have participated in some seminars, read books and literatures related to these researches.

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