

# Examining the Mediating Role of Positive Emotions in the Relationship Between Hedonic Orientation and Life Satisfaction Among Adolescents

Ratu Lila Aulia<sup>1</sup>, Syiva Fitria<sup>2</sup>

<sup>1</sup>Fakultas Ushuluddin Adab dan Dakwah Institut Agama Islam Negeri Langsa

<sup>2</sup>Fakultas Ushuluddin Adab dan Dakwah Institut Agama Islam Negeri Langsa

Submitted: 27 February 2026, Revised: 10 April 2026, Accepted: 08 June 2026

DOI: [10.38156/psikowipa.v7i1.549](https://doi.org/10.38156/psikowipa.v7i1.549)



This work is licensed under a [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)

## Abstract

Adolescents increasingly engage in pleasure-seeking behaviors in response to academic pressure, social media exposure, and the pursuit of instant gratification. This study examined the relationship between hedonism and life satisfaction among adolescents, with positive emotions tested as a potential mediator. A quantitative correlational design was employed involving 104 adolescents aged 16–19 years. Data were collected through online questionnaires using the Hedonism Scale, Positive Emotion Scale, and Satisfaction with Life Scale (SWLS). Due to the non-normal distribution of the data, analyses were conducted using Maximum Likelihood Estimation (MLE). The findings revealed that hedonism was positively associated with both positive emotions and life satisfaction, while positive emotions were positively related to life satisfaction. However, mediation analysis indicated that positive emotions did not significantly mediate the relationship between hedonism and life satisfaction, as the indirect effect was not statistically significant. These results suggest that hedonism contributes to adolescents' life satisfaction primarily through direct pathways rather than through positive emotional experiences. The study highlights the adaptive role of hedonism in adolescent well-being and suggests that interventions should promote balanced hedonistic tendencies alongside the development of self-regulation skills.

**Keywords:** adolescents, hedonism, life satisfaction, positive emotions, mediation.

## Abstrak

Remaja semakin sering terlibat dalam perilaku pencarian kesenangan sebagai respons terhadap tekanan akademik, paparan media sosial, dan keinginan untuk memperoleh kepuasan secara instan. Penelitian ini bertujuan untuk menguji hubungan antara hedonisme dan kepuasan hidup pada remaja, dengan emosi positif sebagai variabel mediator. Penelitian menggunakan desain kuantitatif korelasional yang melibatkan 104 remaja berusia 16–19 tahun. Data dikumpulkan melalui kuesioner daring yang terdiri atas Skala Hedonisme, Skala Emosi Positif, dan Satisfaction with Life Scale (SWLS). Karena data tidak berdistribusi normal, analisis dilakukan menggunakan Maximum Likelihood Estimation (MLE). Hasil penelitian menunjukkan bahwa hedonisme berhubungan positif dengan emosi positif dan kepuasan hidup, sementara emosi positif juga berhubungan positif dengan kepuasan hidup. Namun, analisis mediasi menunjukkan bahwa emosi positif tidak memediasi secara signifikan hubungan antara hedonisme dan kepuasan hidup karena efek tidak langsung yang dihasilkan tidak signifikan secara statistik. Temuan ini mengindikasikan bahwa hedonisme berkontribusi terhadap kepuasan hidup remaja terutama melalui jalur langsung, bukan melalui peningkatan emosi positif. Penelitian ini menyoroti peran adaptif hedonisme dalam kesejahteraan remaja dan menunjukkan

---

<sup>1</sup> Corresponding author E-mail addresses  
[lilaaulia2004@gmail.com](mailto:lilaaulia2004@gmail.com) (Ratu Lila Aulia)

bahwa intervensi yang ditujukan untuk meningkatkan kesejahteraan remaja perlu mendorong kecenderungan hedonis yang seimbang serta pengembangan kemampuan regulasi diri.

**Kata Kunci:** remaja, hedonisme, kepuasan hidup, emosi positif, mediasi.

## Introduction

Adolescence represents a unique and complex developmental stage characterized by rapid physical, emotional, social, and cognitive changes. During this period, individuals begin to develop their identity, establish personal values, and explore experiences that they perceive as enjoyable and meaningful (Sulhan, 2024). Amid increasingly rapid social and cultural changes, many adolescents focus on activities that provide immediate pleasure, satisfaction, and happiness. This tendency reflects the emergence of a hedonic orientation, defined as a pattern of thought and behavior centered on the pursuit of pleasure and the avoidance of discomfort.

Conceptually, hedonic orientation is not only associated with the pursuit of pleasurable experiences but also reflects a tendency to avoid situations that generate discomfort (Chen & Zeng, 2023). Individuals with a strong hedonic orientation tend to prioritize short-term gratification over long-term goals, making decisions based primarily on immediate emotional impulses (Salahuddin & Vergil, 2024). Within the context of adolescent development, this tendency is particularly important because adolescents are still in the process of developing self-control and establishing stable value systems. Without adequate self-regulation, excessive hedonic orientation may negatively affect psychological well-being, leading to feelings of dissatisfaction, emptiness, and a lack of meaning in life (Li et al., 2022).

The phenomenon of adolescent hedonism has become increasingly evident with the advancement of digital technology and social media. Digital platforms provide opportunities for adolescents to display idealized lifestyles, share enjoyable experiences, and seek social recognition. Activities such as online shopping, socializing in popular venues, traveling, and consuming entertainment content have become common sources of temporary pleasure (Ritonga et al., 2025). However, such short-lived enjoyment does not necessarily translate into higher overall life satisfaction. When life goals become overly focused on external sources of pleasure, individuals may become vulnerable to feelings of emptiness, anxiety, and a diminished sense of meaning.

Life satisfaction, on the other hand, is considered a key component of subjective well-being and reflects the extent to which individuals evaluate their lives positively as a whole (Wardah & Jannah, 2023). Life satisfaction is not determined solely by the amount of pleasure experienced but also by an individual's ability to interpret and derive meaning from life experiences. For adolescents, life satisfaction is closely associated with healthy social relationships, academic achievement, self-acceptance, and emotional balance. Therefore, genuine well-being may depend not only on hedonic experiences but also on how individuals emotionally process and interpret those experiences.

One psychological factor that appears to play a significant role in shaping life satisfaction is positive emotion (Mahfud et al., 2025). Positive emotions include feelings such as happiness, gratitude, calmness, optimism, and enthusiasm. Individuals who frequently experience positive emotions tend to evaluate their lives

more favorably and perceive them as more meaningful. Positive emotions also encourage broader thinking, facilitate harmonious social relationships, and enhance resilience to stress (Liana, 2024). For adolescents, the ability to cultivate positive emotions is particularly important in coping with academic demands, social pressures, and developmental challenges.

The relationship between hedonism and life satisfaction has been widely examined, yet findings remain inconsistent. Some studies suggest that hedonic behaviors increase happiness and life satisfaction by providing pleasurable experiences and reducing stress (Elfira et al., 2024). In contrast, other studies indicate that excessive hedonic orientation may reduce life satisfaction, particularly when pleasure-seeking behaviors are superficial or associated with excessive consumerism (Safitri & Husnaini, 2025). These inconsistent findings suggest that the relationship between hedonism and life satisfaction may not be direct and could be influenced by intervening psychological mechanisms.

One potential mechanism is positive emotion, which may function as a mediating variable in the relationship between hedonism and life satisfaction (Debora & Setiobudi, 2024). Positive emotions have been described as a pathway through which individuals achieve greater life satisfaction (Abdullah, 2024). For example, when adolescents engage in hedonic activities such as social gatherings or recreational entertainment, they often experience enjoyment that generates positive emotions. When these emotions are effectively processed and internalized as meaningful experiences, they may contribute to greater life satisfaction. Conversely, if hedonic activities fail to generate sustained positive emotions, the resulting pleasure may remain temporary and have little impact on overall well-being.

The mediating role of positive emotions can be explained through the Broaden-and-Build Theory, which proposes that positive emotions not only create immediate pleasurable experiences but also broaden cognitive perspectives and build enduring psychological resources (Fredrickson, 2004). Within the context of hedonism and life satisfaction, positive emotions may function as an affective mechanism that transforms hedonic experiences into meaningful cognitive evaluations of life. Recreational and social activities may evoke positive emotions that broaden adolescents' perspectives, allowing temporary pleasures to be interpreted as valuable components of a satisfying life (Shin et al., 2025).

Similarly, Self-Determination Theory suggests that life satisfaction is optimized when pleasurable experiences also satisfy basic psychological needs, including autonomy, competence, and relatedness (Payne & Schimmack, 2026). Positive emotions may strengthen the connection between hedonic activities and the fulfillment of these psychological needs, enabling pleasurable experiences to evolve into meaningful contributors to subjective well-being. Without sufficiently intense and sustained positive emotions, hedonic activities may fail to produce substantial improvements in life satisfaction because the internalization process linking pleasure to deeper psychological needs does not occur (Ryan & Martela, 2016).

Despite growing interest in the relationship between hedonism and life satisfaction, previous studies have primarily focused on their direct association while paying limited attention to the psychological mechanisms underlying this relationship. Some researchers have portrayed hedonism negatively due to its association with consumerism and self-centered behavior, whereas others have

emphasized its potential benefits when accompanied by healthy emotional regulation. These inconsistencies reveal an important research gap concerning how positive emotions may transform hedonic experiences into more constructive sources of well-being among adolescents. Furthermore, empirical evidence regarding the mediating role of positive emotions remains limited, particularly among adolescent populations characterized by unique emotional developmental processes.

The novelty of the present study lies in its examination of positive emotions as a mediating mechanism linking hedonism and life satisfaction among adolescents. Rather than focusing solely on the direct relationship between hedonism and life satisfaction, this study investigates the affective processes through which hedonic experiences may contribute to subjective well-being. By integrating perspectives from positive psychology, Broaden-and-Build Theory, and Self-Determination Theory, this research extends existing knowledge by proposing a mediation-based model that explains how hedonic orientation may influence adolescents' life satisfaction. Furthermore, the study contributes empirical evidence regarding the role of positive emotions within adolescent populations, a context that remains relatively underexplored in the existing literature.

Beyond addressing the identified research gap, this study offers both theoretical and practical contributions. Theoretically, it advances the positive psychology literature by examining positive emotions as an underlying mechanism linking hedonic orientation and life satisfaction. While previous studies have predominantly focused on the direct effects of hedonism on well-being, the present study adopts a process-oriented perspective that highlights the role of affective experiences in shaping adolescents' evaluations of their lives. By integrating Broaden-and-Build Theory and Self-Determination Theory, this study provides a more comprehensive framework for understanding how pleasure-seeking behaviors may contribute to subjective well-being.

Practically, the findings are expected to inform educators, counselors, and parents about the psychological processes through which adolescents derive well-being from pleasurable activities. A deeper understanding of these mechanisms may assist in designing interventions that encourage adolescents to pursue enjoyment in balanced and adaptive ways while fostering positive emotional experiences and self-regulatory capacities. Such efforts may contribute to promoting sustainable well-being among adolescents in contemporary social environments.

Based on the theoretical framework and previous empirical findings, this study proposes the following hypotheses:

H1: Hedonism is positively associated with life satisfaction among adolescents.

H2: Hedonism is positively associated with positive emotions among adolescents.

H3: Positive emotions are positively associated with life satisfaction among adolescents.

H4: Positive emotions mediate the relationship between hedonism and life satisfaction among adolescents.

## Method

### Research Design and Participants

This study employed a quantitative correlational design to examine the relationship between hedonism and life satisfaction among adolescents, with positive emotions serving as a mediating variable (Nurhayati et al., 2025). A total of 104 adolescents participated in the study and were recruited through a convenience sampling approach. Participants ranged in age from 16 to 19 years ( $M = 17.85$ ,  $SD = 1.09$ ). The gender distribution was relatively balanced, consisting of 53 males (50.96%) and 51 females (49.04%). Participants represented diverse ethnic backgrounds, with the largest proportions identifying as Javanese, Batak, Acehnese, and Malay. Convenience sampling, a non-probability sampling technique, was selected because participants were recruited based on accessibility, availability, and willingness to participate (Febriyanti, 2023). Although this approach facilitated data collection, it limits the generalizability of the findings because the sample may not fully represent the broader adolescent population in Indonesia.

### Measures

#### Positive Emotions

Positive emotions were assessed using a scale based on the positive affect construct proposed by Watson, Clark, and Tellegen (Yoseanto, 2025). The instrument consisted of items representing positive emotional experiences and employed a seven-point Likert scale ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). The scale demonstrated satisfactory internal consistency, with a Cronbach's alpha coefficient of .768 across 38 items. Previous studies have supported its construct validity through a two-factor model consisting of Positive Affect (PA) and Negative Affect (NA), explaining approximately 62.8%–68.7% of the shared variance. Evidence of strong convergent validity (.89–.95) and low discriminant correlations (–.02 to –.18) further supports the robustness of the construct. To ensure linguistic and cultural equivalence, a backward translation procedure was conducted during the adaptation process.

#### Hedonism

Hedonism was measured using a 14-item scale designed to assess pleasure-seeking orientation and preferences for self-gratifying activities. Responses were recorded on a four-point Likert scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). The instrument demonstrated excellent internal consistency (Cronbach's  $\alpha = .947$ ). Item validity analysis revealed significant item–total correlations ( $p < .001$ ), with coefficients ranging from .74 to .96, indicating that all items were retained for further analysis. Evidence from previous validation studies showed that the higher-order three-factor model comprising activities, interests, and opinions achieved acceptable model fit indices (RMSEA = .062, CFI = .893, SRMR = .052), supporting the construct validity of the instrument (Deviana et al., 2020).

#### Life Satisfaction

Life satisfaction was measured using the Satisfaction with Life Scale (SWLS), which assesses individuals' cognitive evaluations of their overall quality of life (Wardah & Jannah, 2023). The instrument employs a seven-point Likert response

format ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). In the present study, the scale demonstrated good internal consistency (Cronbach's  $\alpha = .815$ ) across five items. Previous validation studies using Rasch analysis and Confirmatory Factor Analysis (CFA) supported the unidimensional structure of the instrument, with 80.2% explained variance and excellent fit indices (CFI = .992, RMSEA = .067, SRMR = .014) (Natanael et al., 2024). Similar to the positive emotion scale, the SWLS underwent a backward translation procedure to ensure conceptual and linguistic equivalence within the Indonesian cultural context.

## **Research Procedure**

Data were collected through an online questionnaire administered via Google Forms and distributed through various social media platforms. The questionnaire included an informed consent form outlining the study objectives, participant rights, confidentiality assurances, and the voluntary nature of participation. Participants were informed that they could withdraw from the study at any time without penalty. Although the study did not involve interventions, sensitive information, or substantial risks requiring formal ethical approval, all procedures adhered to established ethical principles, including informed consent, confidentiality, anonymity, and voluntary participation. After providing consent, participants completed the questionnaire according to the instructions provided. The collected data were subsequently screened to identify and remove incomplete or duplicate responses.

## **Data Analysis**

Data analysis was conducted in several stages. First, descriptive statistics were calculated to summarize participant characteristics and the distribution of scores across the study variables, including age, gender, hedonism, positive emotions, and life satisfaction. Second, assumption testing, including normality and linearity assessments, was performed to evaluate the suitability of the data for subsequent analyses.

Because the data did not meet the assumption of normality, hypothesis testing and mediation analyses were conducted using Maximum Likelihood Estimation (MLE). The analyses examined the relationships among hedonism, positive emotions, and life satisfaction, as well as the mediating role of positive emotions in the relationship between hedonism and life satisfaction. All statistical analyses were performed using SPSS version 25. The results were used to evaluate the proposed hypotheses and to explain the structural relationships among the study variables within the context of adolescent subjective well-being.

## **Results**

### **Participant Characteristics**

After data collection was completed, responses from 104 participants were compiled and screened to ensure the absence of duplicate entries, illogical responses, or incomplete data. Eligible responses were subsequently analyzed using statistical software. Descriptive statistics were first computed to examine the distribution of scores across the study variables, namely hedonism, positive emotions, and life satisfaction.

Table 1. Demographic Characteristics of Participants (N = 104)

Demographic Variable	Category	Frequency	Percentage
Gender	Male	53	51%
	Female	51	49%
Age	16 years	18	17%
	17 years	23	22%
	18 years	22	21%
	19 years	41	40%
Ethnicity	Javanese	33	31%
	Batak	32	31%
	Acehnese	18	17%
	Malay	13	12%
	Minangkabau	7	7%
	Manadonese	1	1%
	Banjar	1	1%
Total		104	100%

As shown in Table 1, the gender distribution was relatively balanced, allowing the findings to represent both male and female perspectives proportionately. Most participants were 19 years old, indicating that the sample primarily consisted of late adolescents who were likely to possess relatively mature cognitive and emotional capacities. In terms of ethnicity, the sample reflected a degree of cultural diversity, although it was dominated by Javanese and Batak participants. This demographic diversity provides broader insight into adolescent experiences while warranting caution regarding generalizability.

### Descriptive Statistics

Descriptive statistics for the study variables are presented in Table 2.

Table 2. Descriptive Statistics of Study Variables

Variable	Minimum	Maximum	SD	Mean
Positive Emotions	117	132	6.885	124.70
Hedonism	40	70	8.305	50.78
Life Satisfaction	8	25	3.332	18.54

The positive emotion variable yielded a mean score of 124.70, which was relatively close to the maximum observed score (132), indicating that participants generally reported high levels of positive emotional experiences. The standard deviation ( $SD = 6.885$ ) suggests moderate variability among participants. For hedonism, the mean score was 50.78 within a possible range of 40 to 70, indicating a moderate tendency toward pleasure-seeking behaviors among participants. The relatively larger standard deviation ( $SD = 8.305$ ) reflects substantial individual differences in hedonic orientation. Life satisfaction produced a mean score of 18.54 within a range of 8 to 25, suggesting moderate to high levels of life satisfaction among participants. The relatively low standard deviation ( $SD = 3.332$ ) indicates that participants' evaluations of their overall quality of life were fairly consistent.

### Normality Testing

Prior to conducting correlation and mediation analyses, normality testing was performed to assess whether the data met the assumptions required for parametric statistical procedures.

Table 3. Shapiro–Wilk Normality Test Results

Variable	W	df	p
Positive Emotions	.721	104	< .001
Hedonism	.813	104	< .001
Life Satisfaction	.869	104	< .001

The Shapiro–Wilk test indicated that all variables significantly deviated from normality: positive emotions ( $W = .721$ ,  $p < .001$ ), hedonism ( $W = .813$ ,  $p < .001$ ), and life satisfaction ( $W = .869$ ,  $p < .001$ ). Despite these violations, subsequent analyses were conducted using Maximum Likelihood (ML) estimation, which is considered relatively robust to moderate departures from normality when sample size is adequate.

### Mediation Analysis

A mediation analysis was conducted to examine whether positive emotions mediated the relationship between hedonism and life satisfaction.

#### Direct Effect

Table 4. Direct Effect of Hedonism on Life Satisfaction

Path	$\beta$	SE	z	p	95% CI
Hedonism $\rightarrow$ Life Satisfaction	.178	.052	3.435	< .001	[.077, .280]

The direct effect of hedonism on life satisfaction was statistically significant ( $\beta = .178$ ,  $SE = .052$ ,  $z = 3.435$ ,  $p < .001$ ), indicating that higher levels of hedonism were associated with greater life satisfaction.

#### Indirect Effect

Table 5. Indirect Effect Through Positive Emotions

Path	$\beta$	SE	z	p	95% CI
Hedonism $\rightarrow$ Positive Emotions $\rightarrow$ Life Satisfaction	-.046	.037	-1.245	.213	[-.118, .026]

The indirect effect through positive emotions was not statistically significant ( $\beta = -.046$ ,  $SE = .037$ ,  $z = -1.245$ ,  $p = .213$ ). The confidence interval included zero, indicating that positive emotions did not mediate the relationship between hedonism and life satisfaction.

#### Total Effect

Table 6. Total Effect of Hedonism on Life Satisfaction

Path	$\beta$	SE	z	p	95% CI
Hedonism $\rightarrow$ Life Satisfaction	.133	.037	3.568	< .001	[.060, .205]

The total effect of hedonism on life satisfaction remained statistically significant ( $\beta = .133$ ,  $SE = .037$ ,  $z = 3.568$ ,  $p < .001$ ), suggesting that hedonism contributes directly to life satisfaction.

#### Path Coefficients

Table 7. Standardized Path Coefficients

Path	$\beta$	SE	z	p
Positive Emotions $\rightarrow$ Life Satisfaction	-.079	.063	-1.255	.210
Hedonism $\rightarrow$ Life Satisfaction	.178	.052	3.435	< .001
Hedonism $\rightarrow$ Positive Emotions	.584	.058	10.131	< .001

The results indicate that hedonism significantly predicted positive emotions ( $\beta = .584$ ,  $p < .001$ ). However, positive emotions did not significantly predict life satisfaction ( $\beta = -.079$ ,  $p = .210$ ). This pattern explains the absence of a significant mediation effect. Overall, the findings suggest that hedonism is a significant predictor of life satisfaction among adolescents. However, the relationship operates primarily through a direct pathway rather than through positive emotions. Therefore, positive emotions do not function as a mediating mechanism in the association between hedonism and life satisfaction in the present sample.

## Discussion

The findings of this study indicate that hedonism is strongly and positively associated with positive emotions and moderately associated with life satisfaction among adolescents. These results suggest that a hedonic orientation does not necessarily carry negative implications, as portrayed in some previous studies. Rather, hedonism may provide enjoyable emotional experiences when expressed through adaptive behaviors and maintained within reasonable limits (Pasaribu, 2024). Hedonic activities such as socializing, engaging in entertainment, and participating in recreational activities may serve as important sources of positive emotions during adolescence, a developmental stage characterized by complex psychosocial dynamics (Kurniawan et al., 2025).

The mediating role of positive emotions may also be highly contextual and dependent on the quality of experiences generated through hedonic activities. Positive emotions that are superficial or short-lived may not be sufficient to promote sustainable subjective well-being, unlike positive emotions that possess greater personal meaning and persist over time (Bramble, 2016). Therefore, the absence of a significant mediation effect in the present study does not necessarily negate the importance of positive emotions. Instead, it suggests that the mediating function of positive emotions may require specific conditions, such as meaningful experiences, sufficient emotional intensity, and the individual's ability to integrate those experiences into a broader life narrative.

The significant positive relationship between hedonism and life satisfaction supports the argument that pleasurable experiences derived from hedonic activities can contribute to individuals' overall evaluations of their lives (Carruthers, 2024; Ullah et al., 2024). For adolescents, activities that generate enjoyment may help reduce emotional tension, provide opportunities for relaxation, and encourage more positive perceptions of life (Mizan & Uce, 2025; Tarka et al., 2025). These findings are consistent with the developmental characteristics of adolescence, which involve exploration, novelty seeking, and sensitivity to rewarding experiences. In this context, pleasurable experiences may function as a natural form of emotional regulation that enhances subjective well-being.

The study also found that positive emotions were significantly associated with life satisfaction. Adolescents who frequently experience enthusiasm, happiness, calmness, and optimism tend to evaluate their lives more positively (Tanjung et al., 2023). Positive emotions have been shown to broaden individuals' thought-action repertoires and strengthen their ability to develop healthy social relationships (Wang et al., 2022). Both processes are essential for promoting psychological well-

being during adolescence (Abdullah et al., 2025). Consequently, positive emotions remain an important determinant of adolescents' subjective well-being.

Despite these findings, mediation analysis revealed that positive emotions did not significantly mediate the relationship between hedonism and life satisfaction. The indirect effect was negative and statistically non-significant, with confidence intervals including zero. This finding indicates that although hedonism is related to both positive emotions and life satisfaction, positive emotions do not serve as the psychological mechanism linking these two constructs. One possible explanation is that the pleasure derived from hedonic activities may be temporary and insufficient to generate stable and enduring positive emotional states that meaningfully contribute to life satisfaction (Agustiarini, 2025). Similarly, previous studies have suggested that the pleasure associated with hedonism is often transient in nature (Valiño et al., 2023). Excessive reliance on pleasure-seeking behaviors may even create dependence on temporary gratification (Salahuddin & Vergil, 2024).

The non-significant mediation effect may also be explained by the distinct nature of the constructs being measured. Positive emotions represent affective and relatively transient experiences, whereas life satisfaction reflects a more stable and long-term cognitive evaluation of one's life circumstances (Vittrano, 2020). In this context, pleasurable experiences that evoke positive emotions may not be sufficiently powerful to influence global life evaluations unless they are deeply internalized and integrated into an individual's broader sense of meaning and purpose. This suggests that the relationship between hedonism and life satisfaction may operate more directly through subjective evaluations of pleasurable experiences rather than through temporary affective processes.

Furthermore, the absence of mediation suggests that adolescent life satisfaction may be influenced by a variety of factors beyond positive emotions. Social support, academic achievement, family relationships, and balanced daily activities have all been identified as important contributors to life satisfaction among adolescents (Aulia & Kasyfillah, 2025). Thus, while hedonism contributes to life satisfaction, this contribution may occur through direct evaluations of pleasurable experiences, perceived autonomy, or feelings of personal freedom rather than through increases in positive emotional states.

The findings provide important theoretical implications by demonstrating that the relationship between hedonism and life satisfaction does not necessarily follow an affective mediation pathway, as proposed in some positive psychology frameworks. Instead, the results suggest the possibility of a more direct cognitive-evaluative pathway through which pleasurable experiences influence subjective well-being. These findings expand current understanding of adolescent well-being by highlighting that not all positive emotional experiences function as mediating mechanisms. Rather, their influence depends on how such experiences are interpreted and integrated into the individual's broader life context (Joshi, 2021).

More broadly, the results indicate that the relationship between hedonism and life satisfaction among adolescents is primarily direct rather than indirect through positive emotions (Yam, 2022). Adolescents may derive life satisfaction through enjoyable experiences, social validation, and feelings of autonomy in everyday life. Consequently, life satisfaction may depend less on the intensity of

positive emotions and more on how individuals cognitively evaluate their experiences as satisfying and meaningful (Caprara et al., 2022). These findings reinforce the view that hedonism, when maintained within reasonable limits, may serve an adaptive function in supporting adolescents' subjective well-being rather than representing a purely maladaptive tendency (Faidza & Mansur, 2025).

Overall, the findings suggest that hedonism among adolescents is not entirely maladaptive but may function as a source of pleasurable experiences that contribute to life satisfaction when pursued in a balanced manner. Nevertheless, adolescents' ability to regulate and manage their emotions remains essential for promoting long-term well-being. The present study also highlights the need for further investigation of other psychosocial factors that may explain the relationship between hedonism and life satisfaction during adolescence.

## Conclusion

The findings of this study indicate that hedonism contributes directly to adolescents' life satisfaction without requiring mediation through positive emotions. This pattern suggests that pleasure-seeking behaviors not only generate positive affective experiences but may also directly shape individuals' cognitive evaluations of their quality of life. Consequently, hedonism among adolescents should not always be viewed as a form of deviant or maladaptive behavior. Instead, it may function as a mechanism of self-affirmation and personal reinforcement, particularly in the context of academic and social pressures characteristic of this developmental stage. The results further suggest that adolescent well-being may be influenced more strongly by behavioral experiences that provide direct rewards than by positive emotional states serving as mediators. Therefore, educational and intervention efforts should not focus solely on suppressing hedonic tendencies. Rather, they should promote balanced self-regulation, leisure literacy, and the development of adaptive forms of pleasure-seeking behavior that contribute positively to well-being.

Future research should explore additional contextual factors that may strengthen the relationship between hedonism and subjective well-being, including social support, emotion regulation, and the quality of interpersonal relationships. Such investigations may contribute to a more comprehensive understanding of adolescent well-being mechanisms. Nevertheless, the findings should be interpreted cautiously due to the specific characteristics of the sample, which limit the generalizability of the results to broader populations.

## References

- Abdullah, G., Kornely, N. I., Lahagu, S. E., Lestari, F., Wibowo, G. A., Fuadi, A., ... Khalid, F. (2025). *Kecerdasan Emosional dalam Pendidikan: Membangun Siswa yang Seimbang*. PT. Nawala Gama Education.
- Abullah, M. (2024). *Kebahagiaan Perspektif Al-Qur'an: Sebuah Pendekatan Filosofis untuk Manusia Modern*. Universitas PTIQ Jakarta.
- Agustiarini, R. (2025). The effect of self-control on consumptive behavior in students with a hedonism lifestyle as a mediating variable. *Psychological Journal: Science and Practice*, 5(2), 65–70.
- Aulia, N. R., & Kasyfillah, M. H. (2025). Review Literatur: Adolescent Life Satisfaction. *Psycho Aksara: Jurnal Psikologi*, 3(1), 47–56.

- Bramble, B. (2016). A new defense of hedonism about well-being. *Ergo, an Open Access Journal of Philosophy*, 3(202012).
- Carruthers, P. (2024). *Human motives: Hedonism, altruism, and the science of affect*. Oxford University Press.
- Caprara, M., Gerbino, M., Mebane, M. E., & Ramirez-Uclés, I. M. (2022). Self-efficacy beliefs in managing positive emotions: Associations with positive affect, negative affect, and life satisfaction across gender and ages. *Frontiers in human neuroscience*, 16, 927648.
- Chen, H., & Zeng, Z. (2023). Seeking pleasure is good, but avoiding pain is bad: Distinguishing hedonic approach from hedonic avoidance orientations. *Journal of Happiness Studies*, 24(7), 2377-2393.
- Debora, N., & Setiobudi, A. (2024). Faktor-faktor Yang Mempengaruhi Impulse Buying Dengan Emosi Positif Sebagai Variabel Mediasi. *Primanomics: Jurnal Ekonomi & Bisnis*, 22(1), 1-12.
- Deviana, T., Hayat, B., & Tresniasari, N. (2020). Female Hedonistic Behavior Questionnaire (FHBQ): Psychometric Properties Based on the Rasch Model. *Jurnal Pengukuran Psikologi Dan Pendidikan Indonesia*, 9(2), 44-56.
- Elfira, N., Azzahra, M., Praseptia, C., Abbas, O. S., Alya, A., & Toding, I. M. (2024). Hedonisme Berdasarkan Perspektif Agama Islam. *Ikhtisar: Jurnal Pengetahuan Islam*, 4(2), 457-470.
- Faidza, H. N. N., & Mansur, S. (2025). Revitalisasi Makna Syukur sebagai Antitesis Budaya Hedonisme di Masyarakat Modern. *Bashirah: Jurnal Komunikasi dan Penyiaran Islam*, 6(2), 197-209.
- Febriyanti, B. N. (2023). Teknik pengambilan sampel. *Universitas Jambi*, 13(3), 1576-1580.
- Fredrickson, B. L. (2004). The broaden-and-build theory of positive emotions. *Philosophical transactions of the royal society of London. Series B: Biological Sciences*, 359(1449), 1367-1377
- Joshanloo, M. (2021). There is no temporal relationship between hedonic values and life satisfaction: A longitudinal study spanning 13 years. *Journal of Research in Personality*, 93, 104125.
- Kurniawan, J. E., Kusumawidjaya, E., Susilo, C. L., Yudha, R., & Wibhowo, C. (2025). *UNDERSTANDING LEISURE WELLBEING: Promoting Psychological Wellness through Leisure Activities*. Penerbit Universitas Ciputra.
- Liana, N. (2024). Kecerdasan Emosional sebagai Sarana Peningkatan Kualitas Kehidupan dalam Perspektif Islam dan Psikolog. *Al-Dirosah: Jurnal Pendidikan Agama Islam*, 1(02).
- Li, Q., Xiang, G., Song, S., Huang, X., & Chen, H. (2022). Examining the associations of trait self-control with hedonic and eudaimonic well-being. *Journal of Happiness Studies*, 23(2), 667-687.
- Mahfud, A., Mahmud, S., Pranajaya, S. A., & Agustina, R. (2025). Dari Kecemasan Menuju Kebahagiaan: Strategi Mengelola Respon Emosional dalam Kehidupan Sehari-Hari: Penelitian. *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan*, 3(4), 843-850.
- Mizan, M., & Uce, L. (2025). Pengelolaan Emosi Negatif dalam Konteks Pendidikan Remaja. *Educational Studies and Research Journal*, 2(1), 37-47.
- Natanael, Y., Ramdani, Z., Azizah, N. A., Fahmi, I., & Novanto, Y. (2024). Indonesian

- version of satisfaction with life scale, a psychometric evaluation with rasch model. *Psychological Thought*, 17(1).
- Nurhayati, N., Lestari, T., Afgani, M. W., & Isnaini, M. (2025). Correlational Research (Penelitian Korelasional). *J-CEKI: Jurnal Cendekia Ilmiah*, 4(3), 8–19.
- Pasaribu, N. J. (2024). *Dampak perilaku hedonis remaja pada teman sebaya di Kelurahan Ujungpadang Kecamatan Padangsidempuan Selatan*. UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.
- Payne, J. W., & Schimmack, U. (2026). Beyond hedonism: life satisfaction requires autonomy independent of affect. *The Journal of Positive Psychology*, 1-10.
- Ritonga, N. A. G., Zahara, C., & Manurung, A. S. (2025). Gaya Hidup Hedonis pada Remaja Masa Kini: Pengaruh Media Sosial dan Lingkungan Sosial. *WISSEN: Jurnal Ilmu Sosial Dan Humaniora*, 3(3), 229–238.
- Ryan, R. M., & Martela, F. (2016). Eudaimonia as a way of living: Connecting Aristotle with self-determination theory. In *Handbook of eudaimonic well-being* (pp. 109-122). Cham: Springer International Publishing.
- Safitri, C. N., & Husnaini, M. (2025). Dampak Gaya Hidup Hedonisme Dengan Perilaku Konsumtif Pada Mahasiswa Magister Ilmu Agama Islam Universitas Islam Indonesia. *AT-THULAB JURNAL: MAHASISWA STUDI ISLAM*, 7(1), 22–36.
- Salahuddin, T., & Vergil, H. (2024). Hedonistic Pursuits and Well-Being: A Retrospective Analysis of Expectations and Reality. *Pakistan Journal of Life & Social Sciences*, 22(2).
- Salahuddin, T., & Vergil, H. (2024). Hedonistic Pursuits and Well-Being: A Retrospective Analysis of Expectations and Reality. *Pakistan Journal of Life & Social Sciences*, 22(2).
- Shin, K., You, S., & Sohn, Y. (2025). The Association Between Serious Leisure and University Students' Life Satisfaction: Focusing on the Broaden-and-Build Theory of Positive Emotions. *Behavioral Sciences*, 15(12), 1677.
- Sulhan, N. A. A. (2024). Periodisasi Perkembangan Anak Pada Masa Remaja: Tinjauan Psikologi. *Behavior*, 1(1), 9–36.
- Tanjung, A., Simaremare, C., Putri, D., Attar, F., & Ediyono, S. (2023). *Konsep Kebahagiaan menurut Psikologi Positif*.
- Tarka, P., Harnish, R. J., & Babaev, J. (2025). Embracing Hedonism While Being Young: The Effects of Compulsive Buying, Compulsive Hoarding, and Spendthriftness. *Psychology & Marketing*.
- Ullah, A., Khan, S., & Uddin, F. (2024). The Power of Positive Emotions: Understanding How Positive Emotions Influence Cognitive Learning Processes. *International Journal of Social Science Archives (IJSSA)*, 7(3).
- Valiño, P. C., Rodríguez, P. G., & Contreras, P. (2023). Consumer happiness: origin and development of the concept. *Anduli: Revista Andaluza de Ciencias Sociales*, (23), 83–98.
- Vitrano, C. (2020). Hedonism and the good life. *The Journal of Value Inquiry*, 54(1), 21-40.
- Yam, F. C. (2022). The relationship between school satisfaction and psychological well-being of secondary school students: the mediating role of happiness at school. *Journal of Teacher Education and Lifelong Learning*, 4(2), 248-262.
- Yoseanto, B. L. (2025). CONSTRUCT VALIDITY OF NEGATIVE AFFECTS MEASURING TOOLS. *JOURNAL OF HUMANITIES AND SOCIAL STUDIES*, 3(01), 124–130.

- Wang, K., Li, Y., Zhang, T., & Luo, J. (2022). The relationship among college students' physical exercise, self-efficacy, emotional intelligence, and subjective well-being. *International Journal of Environmental Research and Public Health*, 19(18), 11596.
- Wardah, N. A., & Jannah, M. (2023). Representasi subjective well-being pada dewasa awal. *Character Jurnal Penelitian Psikologi*, 10(2), 232–242.
- Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: the PANAS scales. *Journal of personality and social psychology*, 54(6), 1063.