

**BUKTI KORESPONDENSI ARTIKEL PADA JURNAL
INTERNASIONAL BEREPUTASI**



PENGUSUL

Yuli Kurniawati Sugiyo Pranoto, S.Psi, M.A, D.Sc / NIDN 0004078101

UNIVERSITAS NEGERI SEMARANG

Yth. Penilai
Pada Usulan PAK

Bersama dengan surat ini, saya bermaksud menyertakan bukti bukti korespondensi proses review artikel pada Jurnal Internasional dengan judul “Gender preferences in play companions that lead to happiness: a case study on Indonesia children”, dimuat pada Early Child Development and Care, edisi Vol. 24 No. 2, 30 November 2018, ISSN (p): 0300-4430, ISSN (e): 1476-8275, Hal : 1-18

Adapun susunan kronologi bukti korespondensi terdiri dari beberapa poin, pada table di bawah ini:

No	Tanggal	Aktivitas
1	7 September 2018	Submit manuscript pertama kali ke jurnal
2	7 September 2018	Pemberian nomor ID manuscript dari editor (GECD-2018-0275)
3	10 Oktober 2018	Pemberitahuan artikel telah rejected, namun atas pertimbangan Editor dan reviewer bahwa artikel memiliki banyak manfaat, maka dipertimbangkan untuk merevisi sesuai catatan reviewer dan melakukan submission baru
4	11 Oktober 2018	Mengirim balasan pada Editor
5	8 November 2018	Melakukan submission baru, mendapatkan ID GECD-2018-0363
6	10 November 2018	Pemberitahuan dari Editor, revisi
7	18 November 2018	Mengunggah artikel revisi dan mendapatkan feedback dari Editor bahwa artikel dinyatakan accepted
8	19 November 2018	Pemberitahuan artikel sudah masuk dalam production
9	19 November 2018	Permintaan pengisian form <i>author publishing agreement</i>
10	19 November 2018	Notifikasi form <i>author publishing agreement</i> telah dilengkapi
11	22 November 2018	Permintaan proof for review
12	23 November 2018	Konfirmasi proof for review

Demikian, agar dapat menjadi periksa.
Terimakasih

Semarang, 10 November 2021
Hormat saya,



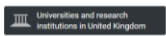
Yuli Kurniawati Sugiyo Pranoto, S.Psi, M.A, D.Sc

KRONOLOGI KORESPONDENSI PUBLIKASI ARTIKEL PADA JURNAL INTERNASIONAL BEREPUTASI DAN BERFAKTOR DAMPAK.

Judul : Gender preferences in play companions that lead to happiness: a case study on Indonesia children
Jurnal : Early Child Development and Care
Volume : 24
Nomor : 2
Tanggal publikasi : 30 November 2018
ISSN (p) : 0300-4430
ISSN (e) : 1476-8275
Hal : 1-18
Penerbit : Taylor and Francis Ltd
SJR jurnal : **0.475 (2020)**
Quartile : Q2 (Scopus)
Cite Score : 1.302
Penulis : Yuli Kurniawati Sugiyo Pranoto & Jianzhong Hong

Bukti indexing jurnal:

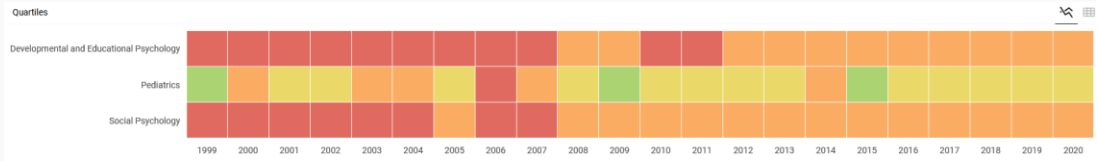
The screenshot shows the Scimago Journal & Country Rank page for the journal 'Early Child Development and Care'. The page features a navigation bar with 'SJR Scimago Journal & Country Rank' and a search box. Below the navigation bar, the journal title 'Early Child Development and Care' is displayed. The main content area is divided into four columns: COUNTRY (United Kingdom), SUBJECT AREA AND CATEGORY (Nursing, Pediatrics, Psychology, Developmental and Educational Psychology, Social Psychology), PUBLISHER (Taylor and Francis Ltd.), and H-INDEX (45). Below this, there are four more columns: PUBLICATION TYPE (Journals), ISSN (03004430, 14768275), COVERAGE (1971-1974, 1976, 1978-2020), and INFORMATION (Homepage, How to publish in this journal, r.evans14@btinternet.com). A SCOPE section follows, describing the journal's multidisciplinary focus on child development and care. At the bottom, there is a link to 'Join the conversation about this journal'.

COUNTRY	SUBJECT AREA AND CATEGORY	PUBLISHER	H-INDEX
United Kingdom 	Nursing └ Pediatrics Psychology └ Developmental and Educational Psychology └ Social Psychology	Taylor and Francis Ltd.	45
PUBLICATION TYPE	ISSN	COVERAGE	INFORMATION
Journals	03004430, 14768275	1971-1974, 1976, 1978-2020	Homepage How to publish in this journal r.evans14@btinternet.com

SCOPE

Early Child Development and Care is a multidisciplinary publication that serves psychologists, educators, psychiatrists, paediatricians, social workers and other professionals who deal with research, planning, education and care of infants and young children. The Journal provides English translations of work in this field that has been published in other languages, and original English papers on all aspects of early child development and care: descriptive and evaluative articles on social, educational and preventive medical programs for young children, experimental and observational studies, critical reviews and summary articles. This journal does not normally publish papers which relate specifically to the construction, validation or evaluation of psychometric devices, measuring instruments and scales. Exceptions may be made if such information is essential in the context of a substantive research paper, or technical review, on a topic covered by the broad reach of our aforementioned aims and scope.

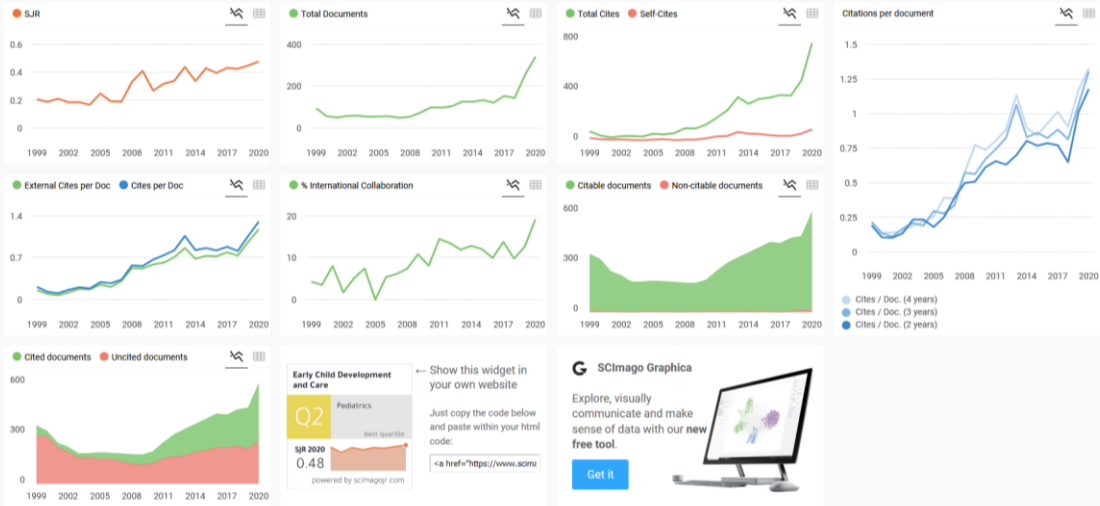
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Early Child Development and Care

Q2 Pediatrics

SJR 2020 0.48

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- 1.558 (2020) 5 year IF
- 1.9 (2020) CiteScore
- Q2 (2020) CiteScore Best Quartile
- 0.996 (2020) SNIP
- 0.475 (2020) SJR

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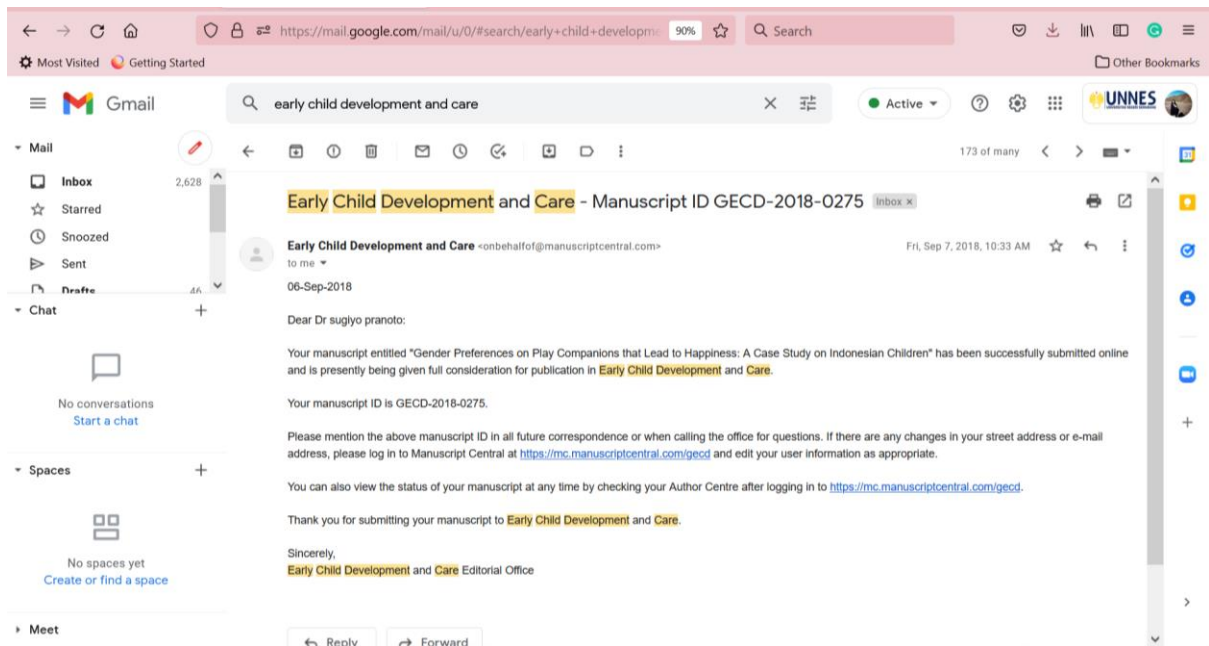
Article
Gender preferences in play companions that lead to happiness: a case study on Indonesian children >

Yuli Kurniawati Sugiyono Pranoto & Jianzhong Hong
Early Child Development and Care, Volume 190, 2020 - Issue 11
Published Online: 30 Nov 2018

**RINCIAN KRONOLOGIS
SEBAGAI BUKTI KORESPONDENSI ARTIKEL
PADA JURNAL INTERNASIONAL BEREPUTASI**

Submit manuscript pertama kali ke jurnal [7 September 2018]

- Pemberian nomor ID manuscript dari editor (GECD-2018-0275)



The screenshot shows a Gmail interface on a desktop browser. The address bar displays the URL <https://mail.google.com/mail/u/0/#search/early+child+developm:90%>. The search bar contains the text "early child development and care". The left sidebar shows the "Mail" section with folders for "Inbox" (2,628), "Starred", "Snoozed", "Sent", "Drafts" (46), "Chat", "Spaces", and "Meet". The main content area displays an email from "Early Child Development and Care <onbehalfof@manuscriptcentral.com>" received on "Fri, Sep 7, 2018, 10:33 AM". The email subject is "Early Child Development and Care - Manuscript ID GECD-2018-0275". The body of the email reads: "Dear Dr sugiyo pranoto: Your manuscript entitled 'Gender Preferences on Play Companions that Lead to Happiness: A Case Study on Indonesian Children' has been successfully submitted online and is presently being given full consideration for publication in **Early Child Development and Care**. Your manuscript ID is GECD-2018-0275. Please mention the above manuscript ID in all future correspondence or when calling the office for questions. If there are any changes in your street address or e-mail address, please log in to Manuscript Central at <https://mc.manuscriptcentral.com/gecd> and edit your user information as appropriate. You can also view the status of your manuscript at any time by checking your Author Centre after logging in to <https://mc.manuscriptcentral.com/gecd>. Thank you for submitting your manuscript to **Early Child Development and Care**. Sincerely, **Early Child Development and Care** Editorial Office". At the bottom of the email, there are "Reply" and "Forward" buttons.

Pemberitahuan artikel telah *rejected*, dan feedback [10 Oktober 2018]

- Atas pertimbangan Editor dan reviewer bahwa artikel memiliki banyak manfaat, maka dipertimbangkan untuk merevisi sesuai catatan reviewer dan melakukan submission baru

The screenshot shows a Gmail interface with a search bar containing "early child development and care". The email is from "Early Child Development and Care" to the user, dated 10-Oct-2018. The subject is "Early Child Development and Care - Decision on Manuscript ID GECD-2018-0275". The body of the email reads: "Dear Dr Sugyo Pranoto: Your manuscript entitled 'Gender Preferences on Play Companions that Lead to Happiness: A Case Study on Indonesian Children' which you submitted to Early Child Development and Care, has been reviewed. The reviewer comments are included at the bottom of this letter. I regret to inform you that the reviewers have raised serious concerns, and therefore your paper cannot be accepted for publication in Early Child Development and Care. However since the reviewers do find some merit in the paper, I would be willing to reconsider if you wish to undertake major revisions and re-submit, addressing the referees' concerns. Please note that resubmitting your manuscript does not guarantee eventual acceptance, and that your resubmission will be subject to re-review before a decision is rendered. You will be unable to make your revisions on the originally submitted version of your manuscript. Instead, revise your manuscript using a word processing program and save it on your computer. Once you have revised your manuscript, go to <https://mc.manuscriptcentral.com/gecd> and login to your Author Centre. Click on 'Manuscripts with Decisions,' and then click on 'Create a Resubmission' located next to the manuscript number. Then, follow the steps for resubmitting your manuscript. Alternatively, once you have revised your paper, it can be resubmitted to Early Child Development and Care by way of the following link:

The screenshot shows a Gmail interface with a search bar containing "early child development and care". The email is from "Professor Roy EVANS, PhD, FRSA, Editor, Early Child Development and Care" to the user. The subject is a URL: "https://mc.manuscriptcentral.com/gecd7URL_MASK=cb6af9b9a22c4dc4806c4c1030e99430". The body of the email reads: "Because we are trying to facilitate timely publication of manuscripts submitted to Early Child Development and Care, your revised manuscript should be uploaded as soon as possible. If it is not possible for you to submit your revision within a reasonable amount of time, we will consider your paper as a new submission. I look forward to a resubmission. Sincerely, Professor Roy EVANS, PhD, FRSA, Editor, Early Child Development and Care, r.evans14@btinternet.com. Reviewer(s) Comments to Author: Reviewer: Comments to the Author: 1. Article needs another copy edit for errors including tense, missing words and phrasing. Three examples of this include: 'Happiness has become' or is becoming, rather than 'Happiness becomes', Page 1, Line 39 'Park and Peterson (2006) showed that the study on children's happiness were neglected' should read 'Park and Peterson (2006) indicated that the studies on children's happiness were neglected (or were infrequent or you could say there is a gap in the area of research into children's happiness (Park & Peterson, 2006)', Page 1, Line 42

Mail

- Inbox 2,628
- Starred
- Snoozed
- Sent
- Drafts 46

Chat

No conversations
[Start a chat](#)

Spaces

No spaces yet
[Create or find a space](#)

Meet

170 of many

'Happiness has become' or is becoming, rather than 'Happiness becomes', Page 1, Line 39

'Park and Peterson (2006) showed that the study on children's happiness were neglected' should read 'Park and Peterson (2006) indicated that the studies on children's happiness were neglected (or were infrequent or you could say there is a gap in the area of research into children's happiness (Park & Peterson, 2006)', Page 1, Line 42

'in responds to the case' should read 'in response to the case', Page 1, Line 46

2. I question the use of the word 'custom' to describe play (Page 2, Line 20). Play is universal and research has found that it exists in all countries, cultures, races, etc., which suggests that it is not enacted due to custom but is more about the natural impulse of the **child** to explore their world. Customs might inform the types of play children engage in but not the act of play itself. It is the varied ways in which children explore the world and learn that inform and shape what we consider to be play. You have acknowledged aspects of this in your literature but I recommend considering the phrasing used to describe it and adding to the definition of play as it shapes a large part of your research. Your literature focuses on the interactions behind play but you need to add a bit more about what play actually is. Also see Comment 5.

3. You touch on gender having an impact on the ways that children play and who they play with. This is only very short and not supported by literature. I recommend adding a bit more about this and supporting this with literature as your discussion and findings do discuss gender.

4. At times you mention something in the literature but don't support it with references. For example, the information about gendered play (Page 2, Line 34-40) and your comments about Chilean children (Page 3, Line 15-16). When providing background literature it is very important to link to studies to show where you sourced this information. You have used an excellent variety of references throughout the study but ensure that you are consistent and that you reference everything.

5. Your discussion of imaginary play and social play need reconsidering (Page 4, Line 46). It is true that social play is valuable but research has also found that children need a balance of play with others and independent play. While parallel play or partner play begin around 2 years old, it evolves as the children grow and the types of partner play begin to develop and change as they grow (e.g., parallel play, associative play, etc.) More theory around this might be required for your introduction to set up for your study design outline.

6. Page 7, Line 12, did you mean to say "did really help" or "didn't really help"?

7. Page 7, Line 41, you say that your research only managed to have one interview per **child**. Was the goal to conduct more? You didn't say.

8. Your explanation of the story telling test got a bit confusing to follow at points, particularly on Page 9, Line 15-21. The paragraph about the children examining boys and girls experiences of being happiest was a bit confusing. Did they answer about their own experiences? Did they get asked to reflect on both? This needs some clarification.

9. Page 17, Line 17-18, this sentence seems to be used within the article multiple times (i.e. the boys turning inwards...)

10. Page 18, Line 12, avoid using the word 'always' as this is generalising. You have stated that girls will always be close to their families and this should not be a definitive statement

Jawaban kepada Editor [11 Oktober 2018]

The screenshot shows a Gmail interface on a desktop browser. The browser's address bar shows a search for 'early child development and care' on Google Mail. The Gmail search bar also contains 'early child development and care'. The left sidebar shows the 'Mail' section with 'Inbox' (2,628), 'Starred', 'Snoozed', 'Sent', 'Drafts' (46), 'Chat', 'Spaces', and 'Meet'. The main content area displays an email from Yuli Kurniawati Sugiyo Pranoto to r.evans14, dated Thursday, October 11, 2018, at 8:01 AM. The email body contains a detailed response to the editor's feedback, including numbered points (9, 10, 11) and a concluding paragraph of appreciation and a promise to revise the manuscript.

and girls experiences of being happiest was a bit confusing. Did they answer about their own experiences? Did they get asked to reflect on both? This needs some clarification.

9. Page 17, Line 17-18, this sentence seems to be used within the article multiple times (i.e. the boys turning inwards...)

10. Page 18, Line 12, avoid using the word 'always' as this is generalising. You have stated that girls will always be close to their families and this should not be a definitive statement

11. The article has included a good span of research and literature around children's happiness and relationships. It could use more on gender dynamics (see comment 3) and play (see comments 2 and 5). You referred to studies about Indonesia and from around the world. At times the presence of grammatical and sentence structure errors made it difficult to follow this. You need to make some changes to sentence structure which would then make it read smoothly and highlight your extensive research. In addition, some clarification of the methodology and study design would develop greater flow.

Your paper was very interesting and informative. It included a great variety of research and offered an insight into an interesting topic. I think that this could be a very good journal article that would contribute to the research around measuring happiness in children; however, it will need some extensive edits. Both grammatical and sentence structure changes, clarification of your methodology, and clarification of some aspects of your findings and discussion are needed.

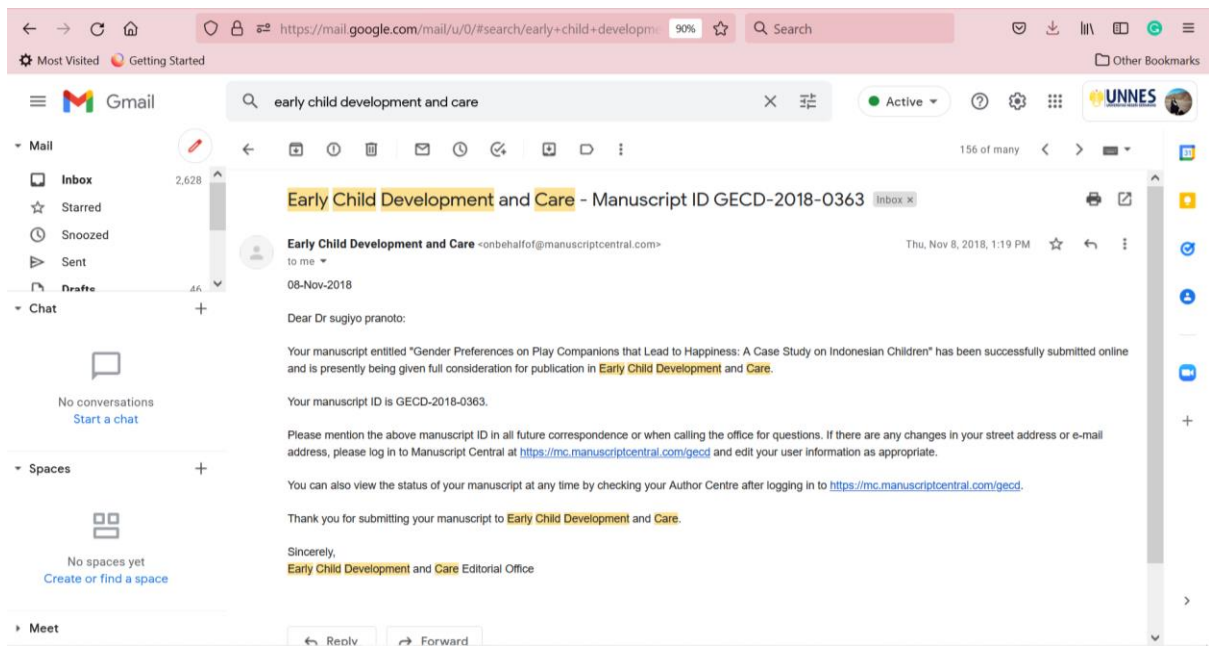
Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>
to r.evans14

Dear Professor Roy Evans
Editor, **Early Child Development and Care**

We would like to thank very much the Editor as well as the reviewer for giving us a chance to publish our manuscript after some revisions. We really appreciate thoughtful feedback from the reviewer and will revise our manuscript accordingly and re-submit it as soon as possible.

Best regards,

Melakukan submission baru, mendapatkan ID GECD-2018-0363 [8 November 2018]



The screenshot shows a Gmail interface with a search bar containing "early child development and care". The email subject is "Early Child Development and Care - Manuscript ID GECD-2018-0363". The sender is "Early Child Development and Care <onbehalfof@manuscriptcentral.com>". The email content includes:

Dear Dr suglyo pranoto:

Your manuscript entitled "Gender Preferences on Play Companions that Lead to Happiness: A Case Study on Indonesian Children" has been successfully submitted online and is presently being given full consideration for publication in **Early Child Development and Care**.

Your manuscript ID is GECD-2018-0363.

Please mention the above manuscript ID in all future correspondence or when calling the office for questions. If there are any changes in your street address or e-mail address, please log in to Manuscript Central at <https://mc.manuscriptcentral.com/gecd> and edit your user information as appropriate.

You can also view the status of your manuscript at any time by checking your Author Centre after logging in to <https://mc.manuscriptcentral.com/gecd>.

Thank you for submitting your manuscript to **Early Child Development and Care**.

Sincerely,
Early Child Development and Care Editorial Office

Pemberitahuan dari Editor, revisi [10 November 2018]

The screenshot shows a Gmail interface with a search bar containing "early child development and care". The email is titled "Early Child Development and Care - Decision on Manuscript ID GECD-2018-0363" and is dated "Sat, Nov 10, 2018, 1:21 AM". The sender is "Early Child Development and Care <onbehalfof@manuscriptcentral.com>". The email content includes:

Dear Dr Sugjyo Pranoto:

Your revised manuscript entitled "Gender Preferences on Play Companions that Lead to Happiness: A Case Study on Indonesian Children", which you submitted to The **Early Child Development and Care**, has been reviewed.

Whilst the paper is certainly improved it still requires a thorough edit for faulty grammar. I was quite disappointed in so far as I thought that we would be able to offer publication at this point.

What I was also not able to check was the extent of the modifications made to the original manuscript since your account of revisions was not attached. May I suggest that you employ a fluent English speaker to read the manuscript and correct the grammar. Perhaps it would be more effective to use a English person - or someone whose first language is English to the manuscript.

When you revise your manuscript please highlight the changes you make in the manuscript by using the track changes mode in MS Word or by using bold or coloured text.

To submit the revision, log into <https://mc.manuscriptcentral.com/gecd> and enter your Author Centre, where you will find your manuscript title listed under "Manuscripts with Decisions." Under "Actions," click on "Create a Revision." Your manuscript number has been appended to denote a revision. Please enter your responses to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you made to the original manuscript. Please be as specific as possible in your response to the reviewer(s).

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made by the reviewer(s) in the space provided. You can use this space to document any changes you made to the original manuscript. Please be as specific as possible in your response to the reviewer(s).

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Once again, thank you for submitting your manuscript to **Early Child Development and Care** and I look forward to receiving your revision.

Sincerely,
Roy
Professor Roy Evans, PhD, FRSA
Editor,
Early Child Development and Care
r.evans14@btinternet.com

Yuli Kurniawati Sugjyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>
to r.evans14

Dear Professor Roy Evans

Mengunggah artikel revisi dan mendapatkan feedback dari Editor bahwa artikel dinyatakan *accepted* [18 November 2018]

The screenshot shows a Gmail interface with a search bar at the top containing the text "Gender Preferences in Play Companions that Lead to Happiness". The left sidebar shows the "Mail" section with folders for "Inbox" (2,628), "Starred", "Snoozed", "Sent", and "Drafts". Below "Mail" are "Chat" and "Spaces" sections. The main content area displays an email from "Early Child Development and Care" dated "Sun, Nov 18, 2018, 11:21 PM". The email subject is "Early Child Development and Care - Decision on Manuscript ID GECD-2018-0363.R1". The body of the email reads: "Dear Dr Suglyo Pranoto: Ref: Gender Preferences in Play Companions that Lead to Happiness: A Case Study on Indonesian Children Thank you for persisting in refining the paper. Our referees have now considered your revised paper and have recommended publication in Early Child Development and Care. We are pleased to accept your paper in its current form which will now be forwarded to the publisher for copy editing and typesetting. You will receive proofs for checking, and instructions for transfer of copyright in due course. The publisher also requests that proofs are checked and returned within 48 hours of receipt. Thank you for your contribution to Early Child Development and Care and we look forward to receiving further submissions from you. Sincerely, Roy Professor Roy EVANS, PhD, FRSA Editor, Early Child Development and Care r.evans14@btinternet.com".

Pemberitahuan artikel sudah masuk dalam production [19 November 2018]

The screenshot shows a Gmail interface with the following details:

- Browser:** https://mail.google.com/mail/u/0/#search/Gender+Preferences+in+Play+... Search
- Search:** Gender Preferences in Play Companions that Lead to Happi
- Mail List:** Mail (2,628), Starred, Snoozed, Sent, Chat (No conversations), Spaces (No spaces yet), Meet.
- Sender:** cats@taylorandfrancis.com (Mon, Nov 19, 2018, 8:02 AM)
- Subject:** Welcome to Taylor & Francis Production: Early Child Development and Care 1550751
- Content:**
 - Article: **Gender Preferences in Play Companions that Lead to Happiness**: A Case Study on Indonesian Children
 - Journal: *Early Child Development and Care* GECD
 - Article ID: GECD 1550751
 - Dear yuli kurniawati sugiyo pranoto,
 - We are delighted that you have chosen to publish your article in *Early Child Development and Care*. I will be your Production Editor and will work with you to oversee the production of your article through to publication. My contact details are given at the end of this email.
 - Please log in to CATS to complete your Author Publishing Agreement. Your user name and password are given below. If you have any questions on the process of completing your agreement, please contact me.
 - Proofs will be ready for you to check in approximately 4 working days and we would like you to return your corrections within 3 days. Please let me know if there will be any difficulty in meeting this schedule.
 - We will be sending proofs to you through our online proofing system. You will receive notification when your proofs are available and the link to access them from

The continuation of the email shows the following details:

- Text:** Proofs will be ready for you to check in approximately 4 working days and we would like you to return your corrections within 3 days. Please let me know if there will be any difficulty in meeting this schedule.
- Text:** We will be sending proofs to you through our online proofing system. You will receive notification when your proofs are available and the link to access them from the email address: eg_tandf@novatechset.com.
- List-Group:**
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- Text:** Yours sincerely,
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- Text:** Email:GECD-production@journals.tandf.co.uk
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The screenshot shows a Gmail interface with a search bar containing "Gender Preferences in Play Companions that Lead to Happiness". The email is from "authoragreement@taylorandfrancis.com" and is dated "Mon, Nov 19, 2018, 9:05 AM". The subject of the email is "Early Child Development and Care - Please complete your author agreement".

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Attention: yuli kurniawati sugiyo pranoto

Hello,

In order to publish your article, "Gender Preferences in Play Companions that Lead to Happiness: A Case Study on Indonesian Children", we ask that you complete your Author Publishing Agreement. Please click the link below (or copy the URL into your browser) to launch our online Author Publishing Agreement portal. The process should take only a few minutes. In most cases, you will receive immediate notice that your agreement is accepted and will be able to download a copy of it for your records.

Please do not reply to this email. If you need immediate assistance concerning your article, please instead contact [GECD: production@journals.tandf.co.uk](mailto:production@journals.tandf.co.uk).

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The screenshot shows a Gmail interface with a search bar containing "Gender Preferences in Play Companions that Lead to Happiness". The email is from `authoragreement@taylorandfrancis.com` and is dated "Mon, Nov 19, 2018, 12:25 PM". The subject line is "Your completed Author Publishing Agreement for 'Gender Preferences in Play Companions that Lead to Happiness: A Case Study on Indonesian Children'".

The email body contains the following text:

Your completed Author Publishing Agreement (APA) with Taylor and Francis

Attention: yuli kurniawati sugiyo pranoto

Hello,

Your Author Publishing Agreement for 'Gender Preferences in Play Companions that Lead to Happiness: A Case Study on Indonesian Children' has been completed. Please click the link below (or copy the URL into your browser) to access the system and download your signed agreement.

Should you have any question on this, you may contact GECD-production@journals.tandf.co.uk.

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Permintaan proof for review [22 November 2018]

The screenshot shows a Gmail interface on a desktop browser. The address bar displays the URL: <https://mail.google.com/mail/u/0/#search/article+ID%3A+GECD+1550751>. The search bar contains the text "article ID: GECD 1550751". The left sidebar shows the "Mail" section with folders for "Inbox" (2,628), "Starred", "Snoozed", and "Sent". Below "Mail" are "Chat" and "Spaces" sections, both showing "No conversations" and "No spaces yet" respectively. The "Meet" section is also visible at the bottom of the sidebar.

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Dear Yuli,

Thank you for your email. The first typeset proof will be sent for your review on 23rd of November.

We will need you to review the proof and respond to any queries raised by the typesetter.

Many thanks and best wishes,
Shruthi

Shruthi Shankar (Ms.)
Journal Production Team
Taylor and Francis Publishing Group
Early Child Development And Care

The email footer shows the sender's information: "From: yuli.kurniawati.sp@mail.unnes.ac.id".

Permintaan proof for review [22 November 2018]

This screenshot shows a Gmail interface with an email titled "AUTHOR review for GECD1550751" from Editgenie. The email content is displayed in a blue box with the following details:

- Article Title:** Gender Preferences in Play Companions that Lead to Happiness: A Case Study on Indonesian Children
- Manuscript DOI:** 10.1080/03004430.2018.1550751
- Journal:** Early Child Development and Care

The email body text contains the following information:

Journal: Early Child Development and Care

Dear yuli kurniawati sugiyo pranoto,

I am pleased to inform you that your proofs are now available for review using the Taylor & Francis online proofing system:

Please submit your corrections by 2018-11-26, to avoid delay to publication. Corrections must be limited to answers to the Author Queries, typographical and essential corrections only. After we have received your corrections and Author Publishing Agreement, your **article** will be corrected and published online within 10 working days.

The DOI of your paper is: 10.1080/03004430.2018.1550751. Once your **article** has published online, it will be available at the following permanent link: <http://dx.doi.org/10.1080/03004430.2018.1550751>

If you have any questions, please contact me using the details below and I will be pleased to assist.

[Start Proofing](#)

Konfirmasi proof for review [23 November 2018]

The screenshot shows a Gmail interface with the following details:

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- Search:** article ID: GECD 1550751
- Sender:** EG TANDF <eg_tandf@novatechset.com> to me, GECD-production
- Date:** Fri, Nov 23, 2018, 11:39 PM
- Subject:** AUTHOR submitted the corrections - GECD1550751
- Content:**
 - Article Title:** Gender Preferences in Play Companions that Lead to Happiness: A Case Study on Indonesian Children
 - Manuscript DOI:** 10.1080/03004430.2018.1550751
 - Journal:** Early Child Development and Care
- Text:** Dear yuli kurniawati sugiyo pranoto,
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- Text:** This email confirms that you have submitted corrections to your proofs via the Taylor & Francis online proofing system.
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- Text:** If any of this information is incorrect, please contact the Production Editor: Shruithi Shankar, Email: GECD-production@journals.tandf.co.uk
- Text:** We would be grateful if you could answer this very short questionnaire to provide feedback on how you found the online proofing process. It should take about 1-2 minutes to complete: <http://www.surveymgizmo.eu/s3/90026339/Taylor-Francis-Online-Correction-Tool-T>
- Text:** Thanks,
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Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

Early Child Development and Care - Manuscript ID GECD-2018-0275

Early Child Development and Care <onbehalfof@manuscriptcentral.com>

Fri, Sep 7, 2018 at 10:33 AM

Reply-To: r.evans14@btinternet.com

To: yuli.kurniawati.sp@mail.unnes.ac.id

06-Sep-2018

Dear Dr sugiyo pranoto:

Your manuscript entitled "Gender Preferences on Play Companions that Lead to Happiness: A Case Study on Indonesian Children" has been successfully submitted online and is presently being given full consideration for publication in Early Child Development and Care.

Your manuscript ID is GECD-2018-0275.

Please mention the above manuscript ID in all future correspondence or when calling the office for questions. If there are any changes in your street address or e-mail address, please log in to Manuscript Central at <https://mc.manuscriptcentral.com/gecd> and edit your user information as appropriate.

You can also view the status of your manuscript at any time by checking your Author Centre after logging in to <https://mc.manuscriptcentral.com/gecd>.

Thank you for submitting your manuscript to Early Child Development and Care.

Sincerely,
Early Child Development and Care Editorial Office



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Thank you for your submission

Submitted to

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Manuscript ID

GECD-2018-0275

Title

Gender Preferences on Play Companions that Lead to Happiness: A Case Study on Indonesian Children

Authors

sugiyo pranoto, yuli kurniawati
Hong, Jianzhong

Date Submitted

06-Sep-2018

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Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

Early Child Development and Care - Decision on Manuscript ID GECD-2018-0275

Early Child Development and Care <onbehalf@manuscriptcentral.com>

Wed, Oct 10, 2018 at 6:50 PM

Reply-To: r.evans14@btinternet.com
To: yuli.kurniawati.sp@mail.unnes.ac.id

10-Oct-2018

Dear Dr Sugiyo Pranoto:

Your manuscript entitled "Gender Preferences on Play Companions that Lead to Happiness: A Case Study on Indonesian Children" which you submitted to Early Child Development and Care, has been reviewed. The reviewer comments are included at the bottom of this letter.

I regret to inform you that the reviewers have raised serious concerns, and therefore your paper cannot be accepted for publication in Early Child Development and Care. However since the reviewers do find some merit in the paper, I would be willing to reconsider if you wish to undertake major revisions and re-submit, addressing the referees' concerns.

Please note that resubmitting your manuscript does not guarantee eventual acceptance, and that your resubmission will be subject to re-review before a decision is rendered.

You will be unable to make your revisions on the originally submitted version of your manuscript. Instead, revise your manuscript using a word processing program and save it on your computer.

Once you have revised your manuscript, go to <https://mc.manuscriptcentral.com/gecd> and login to your Author Centre. Click on "Manuscripts with Decisions," and then click on "Create a Resubmission" located next to the manuscript number. Then, follow the steps for resubmitting your manuscript.

Alternatively, once you have revised your paper, it can be resubmitted to Early Child Development and Care by way of the following link:

*** PLEASE NOTE: This is a two-step process. After clicking on the link, you will be directed to a webpage to confirm.

https://mc.manuscriptcentral.com/gecd?URL_MASK=cb6af9b9a22c4dc4806c4c1030e99430

Because we are trying to facilitate timely publication of manuscripts submitted to Early Child Development and Care, your revised manuscript should be uploaded as soon as possible. If it is not possible for you to submit your revision within a reasonable amount of time, we will consider your paper as a new submission.

I look forward to a resubmission.

Sincerely,
Professor Roy EVANS, PhD, FRSA
Editor, Early Child Development and Care
r.evans14@btinternet.com

Reviewer(s)' Comments to Author:

Reviewer:

Comments to the Author

1. Article needs another copy edit for errors including tense, missing words and phrasing

Three examples of this include:

'Happiness has become' or is becoming, rather than 'Happiness becomes', Page 1, Line 39

'Park and Peterson (2006) showed that the study on children's happiness were neglected' should read 'Park and Peterson (2006) indicated that the studies on children's happiness were neglected (or were infrequent or you could say there is a gap in the area of research into children's happiness (Park & Peterson, 2006)', Page 1, Line 42

'In responds to the case' should read 'in response to the case', Page 1, Line 46

2. I question the use of the word 'custom' to describe play (Page 2, Line 20). Play is universal and research has found that it exists in all countries, cultures, races, etc., which suggests that it is not enacted due to custom but is more about the natural impulse of the child to explore their world. Customs might inform the types of play children engage in but not the act of play itself. It is the varied ways in which children explore the world and learn that inform and shape what we consider to be play. You have acknowledged aspects of this in your literature but I recommend considering the phrasing used to describe it and adding to the definition of play as it shapes a large part of your research. Your literature focuses on the interactions behind play but you need to add a bit more about what play actually is. Also see Comment 5.

3. You touch on gender having an impact on the ways that children play and who they play with. This is only very short and not supported by literature. I recommend adding a bit more about this and supporting this with literature as your discussion and findings do discuss gender.

4. At times you mention something in the literature but don't support it with references. For example, the information about gendered play (Page 2, Line 34-40) and your comments about Chilean children (Page 3, Line 15-16). When providing background literature it is very important to link to studies to show where you sourced this information. You have used an excellent variety of references throughout the study but ensure that you are consistent and that you reference everything.

5. Your discussion of imaginary play and social play need reconsidering (Page 4, Line 46). It is true that social play is valuable but research has also found that children need a balance of play with others and independent play. While parallel play or partner play begin around 2 years old, it evolves as the children grow and the types of partner play begin to develop and change as they grow (e.g., parallel play, associative play, etc.) More theory around this might be required for your introduction to set up for your study design outline.

6. Page 7, Line 12, did you mean to say "did really help" or "didn't really help"?

7. Page 7, Line 41, you say that your research only managed to have one interview per child. Was the goal to conduct more? You didn't say.

8. Your explanation of the story telling test got a bit confusing to follow at points, particularly on Page 9, Line 15-21. The paragraph about the children examining boys and girls experiences of being happiest was a bit confusing. Did they answer about their own experiences? Did they get asked to reflect on both? This needs some clarification.

9. Page 17, Line 17-18, this sentence seems to be used within the article multiple times (i.e. the boys turning inwards...)

10. Page 18, Line 12, avoid using the word 'always' as this is generalising. You have stated that girls will always be close to their families and this should not be a definitive statement

11. The article has included a good span of research and literature around children's happiness and relationships. It could use more on gender dynamics (see comment 3) and play (see comments 2 and 5). You referred to studies about Indonesia and from around the world. At times the presence of grammatical and sentence structure errors made it difficult to follow this. You need to make some changes to sentence structure which would then make it read smoothly and highlight your extensive research. In addition, some clarification of the methodology and study design would develop greater flow.

Your paper was very interesting and informative. It included a great variety of research and offered an insight into an interesting topic. I think that this could be a very good journal article that would contribute to the research around measuring happiness in children; however, it will need some extensive edits. Both grammatical and sentence structure changes, clarification of your methodology, and clarification of some aspects of your findings and discussion are needed.



Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

Early Child Development and Care - Decision on Manuscript ID GECD-2018-0275

Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>
To: r.evans14@btinternet.com

Thu, Oct 11, 2018 at 8:01 AM

Dear Professor Roy Evans
Editor, Early Child Development and Care

We would like to thank very much the Editor as well as the reviewer for giving us a chance to publish our manuscript after some revisions. We really appreciate thoughtful feedback from the reviewer and will revise our manuscript accordingly and re-submit it as soon as possible.

Best regards,

Dr. Yuli Kurniawati Sugiyo Pranoto
The Head of Early Childhood Education Program
Graduate School
Universitas Negeri Semarang
Indonesia

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Thank you for your submission

Submitted to

Early Child Development and Care

Manuscript ID

GECD-2018-0363

Title

Gender Preferences on Play Companions that Lead to Happiness: A Case Study on Indonesian Children

Authors

sugiyo pranoto, yuli kurniawati
Hong, Jianzhong

Date Submitted

08-Nov-2018

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Gender Preferences on Play Companions that Lead to Happiness: A Case Study on Indonesian Children

Journal:	<i>Early Child Development and Care</i>
Manuscript ID	Draft
Manuscript Type:	Original Article
Keywords:	happiness, play companions, young children, gender differences, Indonesian

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Gender Preferences on Play Companions that Lead to Happiness: A Case Study on Indonesian Children

Abstract

The study aimed at exploring the Indonesian children's preference on play companions that lead to happiness. In total, 381 boys and 396 girls participated in the study (aged 4-6 years old). We conducted a story telling test to determine children's play companions that lead to happiness and used content analysis to interpret the qualitative data. The majority of boys and girls nominated their friends as the most preferred play companions. However, when feeling unhappy with friends, boys tended to turn inward to themselves, $\chi(1)=31.447$, $p=.001$, while girls tended to prioritize family as play companions. A Kruskal Wallis-test revealed that the happiest child is the one who experienced play activity at school with teachers and friends there, $\chi(2)=13.712$, $p=0.008$ especially for girls, $\chi(2)=10.869$, $p=0.028$. It is needed to develop parenting program to educate parents on how to engage in fun play with children to promote children happiness.

Keywords

Happiness, play companions, young children, gender differences, Indonesian.

Introduction

Over the last decade, happiness becomes a topic worth exploring (Huebner, 2004; Snyder & Lopez, 2007; Koopmans et al., 2010; Brockmann & Delhey, 2010; Ye et al. 2014). Park and Peterson (2006) showed that the study on children's happiness were neglected, despite the fact that there needs to be a conceptual clarity in understanding what makes children happy (Thoiliez, 2011). In responds to the case, Chaplin (2009) and Thoiliez (2011) found more urgency to explore more about children perspective of happiness. Children's happiness serves differently from adult's happiness. Children's happiness appears to be unique due to their different cognitive abilities and experiences.

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A study by Pranoto and Hong (unpublished manuscript, 2018) clearly showed that in term of happiness, playing is most mentioned as the source of happiness based on Indonesian children. It was stated that playing contributed to the happiness of all layers of group (Tobin, 2014; Dupree et al., 2001; Einarsdottir, 2005). Thus, it was clearly emphasized that playing contributes to the children's happiness. Playing is a fun, natural characteristic and instinct of children that it serves as a strong context to facilitate the learning and development of children (Kernan, 2007; Wilkinson, 2008). It is such a universal custom which allows children to explore themselves and their environment, examine and try out different social roles, and learn to interact both with other children and older people. The social interaction within play time mentioned above must meet certain qualifications (Perneger et al., 2004). Qualified social contact is an intensive contact based on love. Forrester (in Diener, 2009) emphasized that love in the form of social contact is an important source of happiness.

The need to explore which play companions that lead to children's happiness was also strengthen by the fact that they tend to provide responses within their realms (self, school, family, and peers/friends) in their surroundings when they are asked about their personal experience in everyday lives, (Jover & Thoilliez, 2010). Furthermore, during their early childhood, children start to learn to identify their gender, this process determines and develops their knowledge upon the pattern of playing (i.e with whom they will play/play companions). However, less attention was given to the eastern studies focusing on children's happiness, particularly on children's play companions that lead to happiness.

The study conducted by Pranoto and Hong (2008) showed that the relationship with their peers and adults is a strong predictor of happiness. It was found out that a close relationship among peers was the main indicator of children's happiness in many cultures (Einarsdottir, 2005; Ofsted, 2012). Further, previous studies revealed that

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8 family life became the strongest predictor for children happiness (Diener, 2009,
9 Thoilliez, 2011). The way a child relates and interacts with his/her family members
10 affects his/her happiness. In contrast to that result, Liberman, Larsson, Altuzarra, and
11 Ollendick (2015) found that Swedish children enjoy the company of their friends,
12 whereas Chilean children reported greater happiness when they are around their siblings
13 and in school.
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18 In spite of the findings from previous studies, very small number of them were
19 analyzing about play companions regarding children happiness. Thus, it can be
20 concluded that more studies to exploring at play companions that lead to happiness are
21 necessary to be conducted. In accordance with the background, this study examined
22 which play partners brought more happiness based on Indonesian children. In order to
23 find out the answer, the researcher conducted a story telling test. Identifying play
24 companions that contribute to children's happiness can help parents, teachers, and
25 researchers to build strategies to promote children's happiness. Once these are found,
26 we can start to understand how happiness, and the factors leading to it, differ from
27 Indonesians' and Westerners'.
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36 *Aim and research questions*

37 The purpose of this study was to describe Indonesian children's play companions
38 that lead to their happiness based on their own perspectives. The research questions are
39 addressed as follows:
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- 42 ● Who is children most preferred play companion?
- 43 ● How do children describe their play companions that lead to their happiness?

44 **Theoretical framework**

45 Psychologists defined happiness as psychological well-being or subjective
46 well-being (Argyle, 1987; Eysenck, 1990). Without putting aside the methods of data
47 collection and quantitative analyses, Ryff and Singer (2008) stated that the results of
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8 studies on happiness using the eudemonistic approach tend to be more humanistic and
9 focus on individual's values and lifestyle by directing narrative approaches (Bauer et al.
10 2008). Besides, it also results to conclusions and recommendations that are normative in
11 nature (Sheldon & Kasser, 1998). Similar to eudemonistic approach, this research aimed
12 at facilitating the voices of Indonesian children to be heard and considered. In order to
13 answer the questions on what play companions that makes them happy and sad in daily
14 life as well as how to use those facts for their education, this research proposed a
15 research design based on the theoretical concept of happiness from the eudemonistic
16 point of view, and some other international frameworks focusing on children.
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23 This perspective served as the foundation where quantitative and qualitative
24 approaches were applied to gain a concrete narrative on children's happiness from
25 children's perspectives. This perspective also encouraged the researcher to involve
26 teachers as the evaluator of the instruments used.
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29 Based on the previous theoretical framework, children's happiness that is known as
30 subjective well-being needs to be understood as the average satisfaction at the certain
31 period with certain frequencies of positive and negative effects. It is reported that
32 Indonesian children (aged 4-6 years old) found that their play companions (self, school
33 members, family members, and peers/friends) makes them happy in their everyday
34 lives.
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41 ***Play Companions and Happiness***

42 One of children play patterns that became the subject of this study was play
43 companions. Play companions refers to play mate or someone who act as playing
44 partner/ companion. Children need a real playing partner, not an imaginary one, when
45 they are 2-5 years old. As stated by Parten (1932), the concept of social play started to
46 be developed when children were 2-5 years old. They do not fancy playing alone
47 anymore, they tend to spend their time playing with others instead.
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The study of Power and Parke (1982) and Roopnarine and Mounts (1985) on pre-school students showed that fathers contributed and participated more as the play mates of their children, particularly during physical playing activities. Other researchers from Parmar, P., Harkness, S., & Super, C. (2008) presented that immigrant parents from Euro-America involved more to the playing activities with the children as playmates, while immigrant parents from Asia tend to spend more times in academic activities with their children such as teaching them alphabets and numbers, playing mathematic games, and working with computer. In this case, parents do not act as playmates but rather as teachers. Even so, when parents of 3-6 year-old-children (n=24 children in every group) recorded the daily activities of their children and their best friend for a week, the result was both group of parents spent the same amount of time with their kids. Though Euro-American parents tended to do pretend play and Asian parents preferred to have more constructed games, the result were the same. The cultural differences were more reflected on the lower aspect, like the participation pattern of the relatives, friends, and way of parenting.

Yet, both of the previous studies above never tried to convey play companions directly based on the perspectives of the children. It is important to find out which they feel happier, when interacting with their friends or parents. It is essential to study which playing partner contributes greater happiness based on the students' perspective.

Methods

Participant

The study involved 777 children from several kindergartens. Children, who had informed consent from their parents, were involved. The participants were aged 4 – 6

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8 years old ($M=5.14$, $SD=.694$ years of age). Table 1 presented data regarding the
9 respondents.

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11 [insert Table. 1 Children Distribution]
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13 In details, the age of 4 was chosen to complement the studies conducted by Hill et
14 al. (1999), and Thoillez (2011) that involved young children aged 5-12 years old. This
15 study involved younger children, 4-6 years old, as it is the age when children are said to
16 have the verbal and memory ability not only retelling past events but also making
17 predictions of the future. Previous literature studies showed that starting from the age of
18 3, children are capable of describing their concrete experiences when they feel happy
19 (Harter, 1982). Children are in general good at retelling personal events they went
20 through. Since the age of 3, children can describe in detail both negative and positive
21 events they experienced (Fivush, Hazzard, Sales, Sarfati, & Brown, 2003; Pezdek &
22 Taylor, 2001).
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31 **Data collection**

32 ***Pre testing***

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34 The research implemented a pilot study that required external validation on the
35 questionnaire of story-telling test before it was distributed to the intended children. The
36 pilot study involved 60 children representing Indonesian children. Kindergarten teachers
37 were involved as a professional expert in checking the story-telling test. This external
38 validation was meant to identify any possible problem the children might have while
39 giving a response to the questions asked. Teachers were deemed as the best people to
40 provide input as they were the experts who worked and actively involved in children's
41 day to day life. Once the test was administered to some children, a discussion with the
42 teachers was conducted.
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49 The results of the pilot study showed that children in kindergarten who were aged 4
50 had a little barrier in answering the following question; 'Who is your preferred play
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8 companions that make you happiest in your daily life?'. A non-familiar interviewer
9 might be the cause. Therefore, pictures were provided as stimuli to ease the difficulties
10 children had in delivering proper responses. In cases where the pictures did really help,
11 the children were excluded from the list of respondents.
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15 The pilot study included reliability test for face scale. Since the face scale used a
16 single item measure, test-retest was needed to evaluate the reliability of its instrument.
17 After the children filled out the face scale, the reliability of the face scale was examined.
18 The reliability was proven acceptable with Cronbach's Alpha was 0.833. Next, mothers
19 filled out the face scale by recognizing their children happiness of almost the time. The
20 reliability of the face scale was acceptable with Alpha Cronbach was 0.901. Both
21 displayed the degree to which the responses were consistent or stable over time (Pranoto
22 & Hong, unpublished manuscript).
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29 ***Timing, recording, and field notes***

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31 Before interviewing the children, the researcher conducted observations at the
32 school a few days in advance. Other than to gain a better picture of the children's daily
33 life, it was also meant to habituate the children with the presence of the researchers. It
34 took around 15 – 30 minutes to interview a child. In some cases, children needed longer
35 interview time. Therefore, the policy was to set 60 minutes/child. In some extreme
36 cases, some children needed even longer time and had to be accompanied by their
37 friends. This research only managed to have one session of interview per child with
38 repeated questions to ensure the child's response. This helped to ensure that no answer
39 or response was altered. As for further relevant data, the researchers had made a field
40 note. The note was very important for the process of analysis.
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Settings

In this study, data collection was carried out in many settings but still within the school vicinity. Interview settings varied from an unused classroom, a public hall for special events, teachers' room, gazebo, hallway, to a school playground. These settings were made as comfortable and less intimidating as possible. They were designed to be as natural and easy as possible.

Telling-story test - children's self-report

For a qualitative purpose, this study interviewed children, individually. This study emphasized on the qualitative approach in which the researcher probed deeper to explore the responses from children about their play companions that lead to happiness. Based on the structure of the Indonesian emotion lexicon, happiness (*senang*) has equivalent meaning to *asik, sukacita, sukaria, bahagia, senang, girang, gembira, ceria, riang* (Shaver, Murdaya, & Fraley, 2001).

Principals from different public kindergartens in Indonesia were asked for their permission for the collection of data from children in their schools. Once it was secured, the research procedures and purposes were described to teachers. Next, each child were given a packet to take home. It contained a cover letter seeking the parent's consent. Once it was agreed and sent back to the school, each child was asked to join interview session. In the interview session, each child was briefed with standardized explanation of the study.

The study used single open-ended questions for children aged 4 – 6. Once their names and ages were confirmed, they were asked the following question: "Who is your preferred play companions that make you happiest (*sangat senang*) in your daily life?". A specialized technique using a different set of pictures was employed to explore children play companions that lead to happiness. Each picture depicted different

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8 situations, identified as (A, B, C and D), along with its caption. Those pictures focused
9 on children's play companions: themselves, family, school, and peer (Thoilliez, 2011).
10 This study expected child to pinpoint the happiest moment they spent with someone,
11 and explain why.
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14 The pictures depicted children's playing activity. Children were triggered to
15 imagine which situation a boy or a girl was the happiest in. As it was noticed, a child
16 could easily be happy with any one and in any of the four areas. What would be the
17 important thing was the chosen picture would center children's attention.
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20 [insert Table. 2 Description of the tell story test]
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23 The study was continued with presenting four pictures that represented children
24 preference of play companions they valued the most. The story behind the chosen
25 picture was analyzed to answer questions of it. The children were given the instruction
26 prior to telling the story, "*I will show you some pictures. You can call this X (or Y). You
27 now see him (or her) in four pictures and in different situation. Now, it is time for you to
28 imagine that you were in all situations. After that, you can tell me, in which of situations
29 do you think you would feel happy the most? You should choose only one, the situation
30 and who are your play companions that would make you feel the happiest and tell me
31 why you are happy*".
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37 This study gained qualitative data in the form narrations. Children were asked to
38 give responses from a question and tell stories of what they had seen in the pictures they
39 chose. For statistical analysis, the data from the study was being transformed into
40 quantitative data. The chi-square was applied to test the following hypotheses: There is
41 a difference of children's report on play companions related to happiness.
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49 ***The Face scale – children's self-report.***
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A modified face scale was modified to look more real, considering that participants were as young as 4. Adjustments were made by reducing the number of pictures (from 7 to 6). This was in line with a previous clinical study that also used the face scale to identify pain in children. The Faces Pain Rating Scale by Wong-Baker is the dominant method used nowadays to measure pain intensity in children. This scale was depicted in Fig. 1. Six faces are shown to 3 year olds or older; 0) is very happy because he does not feel hurt at all; 1) hurts a little bit; 2) hurts a little more; 3) hurts even more; 4) hurts a whole lot; and 5) hurts worst. (Wong & Baker, 1988). This face scale had been widely applied in children as respondent, as a graphical representation of emotions that could be recognized by children (MacDonald, et.al. 1996).

The face scale was used to measure one's perception on happiness (Andrews & Withey, 1976; Holder, Coleman, & Wallace, 2010; Angner, 2013). It had been widely used due to its validity and reliability (Abdel-Khalek, 2006). In Indonesian setting, a validity and reliability test for Face Scale was conducted to the children. (Pranoto & Hong, unpublished manuscript).

Once children names and ages were confirmed, they underwent the face scale test to address the area of their happiness. This scale used Likert type scale with six simple pictures positioned parallel to the horizontal line. These pictures depicted varied mouth expressions, from very upturned (indicating great happiness) to the very downturned shape (indicating unhappiness) (Fig.1). Researchers asked children to value their happiness they experienced "most of the time".

[insert Figure. 1 Modified Face Scale]

Results

Children Preference of Play Companions

Based on table 3 and figure 2, Indonesian children viewed 'friends' as their preference of play companions. As many as 328 (42.2%) children stated that they were

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8 happy when doing playing activities with their friends. The next 188 children (24.2%)
9 mentioned they were happy having activities with the family member. Around 2.5%
10 children (175) stated that they were happy being alone in their activities. Some other
11 children mentioned being at school, doing activities with school members at school, and
12 playing with the teachers at school made them happy. There were only three children
13 (0.4%) that failed to give any reason upon the four pictures shown as stimuli.

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18 [insert Figure. 2 Distribution of Children Play Companions]

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20 [insert Table. 3 Children Self-Report of Play Companions]

21 The result of the Pearson Chi-Square showed that $\chi(1) = 17.618$, $p = .024$ told us
22 that there was no statistically significant association between age and play companions
23 (see table. 3). While, another result of the Pearson Chi-Square showed that $\chi(1)=31.447$,
24 $p=.000$ told us that there was statistically significant association between gender and
25 play companions. Further details in play companions chosen by children from different
26 gender would be displayed on the table above. Friend as play companions was the one
27 chosen most by both boys and girls. As many as 169 of 381 boys (44.4%) choose this,
28 compared to 159 of 396 girls (40.2%).

29 30 31 32 33 34 35 36 ***Children's play companions leading to happiness***

37 Even though friend was the most chosen option as play companion, children also
38 equally preferred other play companions. Hence, it was needed for further analysis, with
39 whom (play companions) children would be happiest with.

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42 A Kruskal-Wallis H test showed that there was a statistically significant difference
43 in children's level of happiness between the different play companions, $\chi^2(2)=13.712$,
44 $p=0.008$, with a mean rank level of happiness of 355.85 for school as play companion,
45 373.56 for friend and 402.70 for self, 413.91 for family, and 576 for none.

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48 [insert Table. 4 Happiness and Play Companions]

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50 For all demographic variables (age, gender, and ethnic background), A
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8 Kruskal-Wallis H test showed that there was no statistically significant difference in
9 children's level of happiness between the type of play companion, except for group of
10 mixed ethnicity and group of girls.
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13 Second, in terms of gender differences, A Kruskal-Wallis H test showed that there
14 was no statistically significant difference in boy's level of happiness between the types
15 of play companion $\chi^2(2) = 5.445$ [$p=0.245$], with a mean rank level of happiness of
16 176.50 for school as play companion, 184.03 for friend, 197.23 for self, 201.34 for
17 family, and 255.50 for none. Moreover, A Kruskal-Wallis H test showed that there was
18 statistically significant difference in girl's level of happiness between the type of play
19 companion $\chi^2(2) = 10.869$ [$p=0.028$], with highest mean rank level of happiness of
20 174.76 for school as play companion, followed by mean rank level of happiness of
21 191.19 for friend, 208.73 for family, 216.22 for self, and 363 for none.
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28 In terms of age differences, A Kruskal-Wallis H test showed that there was no
29 statistically significant difference in 4 years old aged children's level of happiness
30 between the type of play companion $\chi^2(2) = 6.416$ [$p=0.170$], with a mean rank level of
31 happiness of 56.74 for school as play companion, 70.03 for friend, 71.08 for self, 73.13
32 for family, and 127 for none. Next, A Kruskal-Wallis H test showed that there was no
33 statistically significant difference in 5 years old aged children's level of happiness
34 between the types of play companion $\chi^2(2) = 7.217$ [$p=0.125$], with a mean rank level of
35 happiness of 177.37 for school as play companion, 188.04 for friend, 198.76 for self,
36 211.31 for family, and 255.25 for none.
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42 The last, A Kruskal-Wallis H test showed that there was no statistically significant
43 difference in 6 years old aged children's level of happiness between the types of play
44 companion $\chi^2(2) = 5.558$ [$p=0.135$], with higher mean rank level of happiness of 116.80
45 for friend as play companion, followed by mean rank life satisfaction of 125.15 for
46 school, 130.52 for family, and 139.14 for self.
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Discussion

This study showed that Indonesian children aged 4 – 6 had their different preference on play companions to reach the same level of happiness. It showed that friend was the most mentioned option as children's play companion. However, when feeling unhappy with friends, boys tended to turn inward to themselves, while girls tended to seek family as play companions.

Overall, the happiest child is the one who experienced play activity at school with teachers and friends there, especially for girls. It showed us that schools managed to conduct a meaningful learning for the students (especially the females) since it was perceived as a fun playing activities that made them happy. Not only classmates, but teachers could also be play companions who contribute to the students' happiness..

Methodology approach

It should be noted once again the importance of this findings regarding with research in children happiness in Indonesia. Chaplin (2009) emphasized on the need for more research that identifies 'what makes children happy.' Uusitalo-Malmivaara (2012) stressed that up to 2012 there had not been any research that directly asked children on the things that boost their happiness. This was where the gap lied. Children's happiness is the topic of utmost importance, but it is left unattended. The information gained in this study should help children to identify what is meaningful for themselves.

The analysis and results reported in this study had offered ways of thinking about how happiness might be explored with children and thoughts on what to notice when looking for clues about children's happiness. Interviewing children about what was important in terms of happiness provides a baseline for longitudinal studies as well as comparative studies. Children's education practitioners and researchers in the field of children's development should be more optimistic to explore the happiness involving children as active respondent.

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8 The results of this study provided an understanding about the happiness of children
9 in a more complete and comprehensive way, including the issue of differences in gender
10 and ethnicity. The discussion on children's happiness and developmental issues was not
11 yet comprehensive. This was due to the limited age range of the children involved. As
12 children progress through the life cycle, their perspectives might change. What is of
13 concern and what is of greatest importance might changes over time. It would be a
14 challenge for further researchers to explore the issue of developmental changes in the
15 wider age range. As this study used interviews to explore the children's sources of
16 positive and negative affection, it provided significant impact that researchers could
17 simultaneously observe changes in children's ability to express their emotions with age,
18 as it had been reported by Shipman et al, (2003).
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26 The findings in this research enriched the psychological theories on child
27 development, not only play companions regarding happiness but also self-concept and
28 happiness. According to children developmental theory, especially on self-concept,
29 preschool children started to develop psychological self-concept by gaining knowledge
30 and understanding of certain preferences, patterns of emotional expression, and how to
31 react to certain people and for certain situations (Welch-Ross et al., 1999). Those
32 findings supported the theory of the early social construction of the self-concept, and in
33 turn, affect the model of autobiographical memory. Autobiographical recall which
34 developed when children at 3 to 8 years, consisted of memories that connected children
35 and their past. At the same time, these memories teold children stories of themselves
36 (Nelson, 1993).
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44 This theory was supported by the reality in this research in which young children –
45 aged 4 – were already able to report preference of play companions that made them
46 happy or sad and describe their emotional condition. The difference with research
47 findings in the West was that children who already developed psychological
48 self-concept were younger – about aged 3. According to Kurniawati and Hong (2014),
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8 in Indonesia, children aged 3 were still unable to properly describe the sources of their
9 happiness or sadness. This difference was perhaps because Western parents were used
10 to talking about emotions to their children from the very early age (around 2)
11 (Beeghley, Bretherton, & Mervis, 1986; Dunn, et al. 1987).
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15 The habit of discussing emotional feelings with parents (mothers) predicted how
16 many references children had on their emotions and how much they understood their
17 own emotions (Dunn, Brown, & Beardsall, 1991). As mothers discussed experiences of
18 their children, they stressed on their children's emotions and label, as well as interpret
19 those experiences and the emotions that follow. Therefore, children learnt to describe
20 their emotional meanings in the past (Fivush & Kuebli, 1997; Kuebli, Butler, & Fivush,
21 1995). Children with this type of mothers would have the proper ability to respond to
22 people and react to the situations around them (Fivush, 1993). According to Pezdek and
23 Taylor (2001) and Fivush, Hazzard, Sales, Sarfati, and Brown, (2003) since the age of 3,
24 children were able to describe in detail both negative and positive events they
25 experienced.
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29 These abilities were made possible as during the dialog with their parents
30 (mothers), children learnt to construct meaningful representations of themselves.
31 Children with these abilities would understand their emotions better, and the probable
32 utterance they came up with would include something like; "I am a sad person as I can't
33 play with mom, she is always angry," or "I am a happy person because I have lots of
34 friends to play with."
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44 ***The role of gender on play companions leading to happiness***

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46 Indonesian children aged 4 – 6 (boys and girls) preferred friend as play companion
47 that lead to happiness, similar to Swedish children (Lieberman, Larsson, Altuzarra, &
48 Ollendick, 2015), different from Chilean children. These findings also confirmed the
49 study that stated that the relationship with peers and adults is a strong predictor of
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8 happiness (Holder and Coleman, 2008). A close relationship and interaction with
9 friends during playing activities with the peers seemed to be the main indicator of
10 happiness. Social relationship had been proven to be a significant factor of children's
11 happiness in many cultures (Einarsdottir, 2005; Ofsted, 2012). According to Parke and
12 Ladd (1992), children at preschool age (aged 3 years old) already started to socialize
13 with their peers. That was the moment when friendship was built, and peers contributed
14 enormous impact on them. As children entered kindergarten age, they spent more time
15 doing activities in peer groups, compared to their pre-school years (Rimm-Kaufman &
16 Pianta, 2000).

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23 The scope and stage of playing for children differed from their infancy years to
24 their childhood times. As stated by Parten (1932), children's playing stage varied from
25 non-social to social play. Parten stressed that as children grow older, they gradually
26 entered social play stage, as they spent more time in peer groups (Ladd, 2005; Rubin,
27 Bukowski, & Parker, 2006).

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31 Despite the fact that the stage of play was changed, this change was not always
32 sequential and was actually very complex. Farran and Son-Yarbrough (2001) found that
33 social play was found mostly in childhood, but it was also common to find non-social
34 play that was not replaced by social play (Rubin & Coplan, 1998; Smith, 1978). There
35 were individual factors that made children spent their play time with their peers or not
36 (Howes, 1988; Howes & Matheson, 1992). Some of those individual factors were
37 emotion and regulation (Fabes, Hanish, Martin, & Eisenberg, 2002), childcare
38 experiences (Howes, 1987), or even cognitive and linguistic competence (Rubin &
39 Daniels-Beirness, 1983). Those variables were not yet covered in this research.
40 Therefore, further researches on those variables are required.

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47 This fact was supported by some research carried out way before the current
48 research which finds that pre-school and secondary school children tended to have more
49 aggression toward each other compared to children in higher grades (Coie, Dodge, &
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8 Kupersmidt, 1990; Vitaro, Tremblay, & Gagnon, 1992). Younger children had less
9 emotional regulation that they consequently chose to be alone than having conflict with
10 their peers. That was compounded by inadequate linguistic ability that hampered their
11 capability to say no or prevent bad deeds against them.
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15 In Indonesian setting, further analysis found a gender preference differences in
16 those result. When boys and girls were dissatisfied with friends, boys tend to turn
17 inward to themselves, while girls tend to seek family. This discrepancy was perhaps
18 because boys tend to be involved in interactive, associative, cooperative and successful
19 peer play than girls do (Provost & LaFreniere, 1991; Coolahan, Fantuzzo, Mendez, &
20 McDermott, 2000). Boys were likely to engage in interactive and cooperative games
21 with friends. This condition was also apparently prone to conflict. And apparently, a bad
22 experience became one of the reasons for the boy to choose to play alone.
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28 The negative experience concerning friendship for boys commonly related to being
29 treated bad by friends such as being pinched, hit, mocked, mad at. The other things
30 included physically quarreling with friends, being hit by rock, and being pushed to the
31 river. An interview with En (four years old) revealed: "I am so sad when my friends are
32 doing bad to me, I am pushed to the river, hit by rock, and beaten." Another statement
33 by Hyd (five years old), "I am really sad when my friends make fun of me, I am made
34 fun of and scolded." Another boy, Ar (five years old) said: "I am very sad being pushed
35 to the river and hit by my friends."
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41 This fact was supported by some research carried out way before the current
42 research which found that pre-school and secondary school children tended to have
43 more aggression toward each other compared to children in higher grades (Coie, Dodge,
44 & Kupersmidt, 1990; Vitaro, Tremblay, & Gagnon, 1992). Younger children had less
45 emotional regulation that they consequently chose to be alone than having conflict with
46 their peers. That was compounded by inadequate linguistic ability that hampered their
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8 In Indonesia, as the setting of this study, boys do not normally have physical and
9 interactive playing activities with their mothers that they prefer to play by themselves.
10 In contrast to girls, they will always be close to their family (especially mothers) and
11 will keep playing with them. Unlike girls, 4-18 year-old boys prefer physical activities.
12 Boys also tend to be involved in interactive, associative, cooperative and successful peer
13 play than girls do (Provost & LaFreniere, 1991; Coolahan, Fantuzzo, Mendez, &
14 McDermott, 2000).

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20 Certainly, children cannot have physical activities/games with their mothers or
21 with their family members (Hallal, Andersen, Bull, Guthold, Haskell, & Ekelund, 2012;
22 Pearce, Basterfield, Mann, Parkinson, Adamson, Reilly, 2012; Trost, Pate, Sallis,
23 Freedson, Taylor, & Dowda, 2002). Boys feel uncomfortable playing with the
24 intervention from their mother who act more dominant from the kids, even when the
25 mother only try to show the way to play a certain game or correct their way to play.
26 Possibly, boys tend to not feel any happiness (or even angry) when the mother intervene
27 (Isapa, Cook, Harmeyer, & Rudy, 2015).

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32 Boys tended to monopolize play space and materials and use a confrontational
33 and physical style intended to secure them in achieving what they want. Their rough
34 play style, as they wrestle and chase, was not so congenial to girls. Same-sex playmates
35 appeared to be more compatible in the pacing and flow of their play. Meanwhile girls
36 seek for a smooth flowing style of play and interaction (Edwards, Knoche and Kumru,
37 2001). Such types of game are mostly found by girls when they have family members
38 (mother or younger siblings) as their playmates.

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44 Additionally, this study also presented that friends were the most nominated
45 playmates by children. Following that, boys preferred their selves as play companions
46 while girls chose their family as play companions after friends. Nonetheless, it was
47 reported that the highest happiness level was indicated from girls who selected “school”
48 as their play companions.
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Differences in the level of happiness happened when children got social reinforcement in a relationship in the form of 'praise' or 'blame' that affected the overall happiness of children (Singh, Sidana, & Saluja, 1978). It was very likely that school was nominated as play companion that made children happy because they did lots of activities with their teacher and friends there, particularly on girls. Teachers and friends offered praise, company, safety, and protection. These made girls happy.

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It might be believed that family set rules, punishment, and discipline (obligations). Family was where children learn negative emotions, and even frustration. On the contrary, a group of friend was where children learnt to dare and adventure with freedom and emancipation.

26 27 28 29 30 31 32 33 34 35 36 37 38 **Conclusion**

Based on children's self-report, friend was their play companion that made them happy. Friend was nominated most by boys compared to girls. However, when they were unhappy with friends, boys tended to turn inward to themselves, while girls tended to seek family. Even so, the highest level of happiness was indicated from girls who chose "school" as their play companions.

39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 **Implications and recommendation for future research**

Consideration of the play companions that lead happiness from children's perspective provided a fresh and unique perspective to researchers when assessing children happiness. This unique perspective could not be captured when we were asking them to select item on existing scale that might not reflect the gender group uniqueness. Furthermore, as children progress through their life cycle, their perspectives might change. What is of concern and what is of greatest importance might change over time. It would be a challenge for further research to explore the issue of developmental changes in the wider age range.

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Practically, the findings of this study can help parents, social workers, and education professionals, researchers in the field of educational and children's development to understand the voice of children about their happiness and being able to use it for promoting children's happiness. For example, understanding that boys tend to play with friends as the most common mentioned as their source of happiness, instead of family. Hence, it is needed to develop parenting program and seminar to educate parents and teachers on how parents can build good relationship with their children, especially with boys.

Funding

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Ethical approval

All procedures performed in studies involving human (children) participants were in accordance with the ethical standards of the Indonesian institutional and/or national research committee and its later amendments or comparable ethical standard.

Informed consent

Informed consent was obtained from all individual participants (children themselves and mothers) included in the study.

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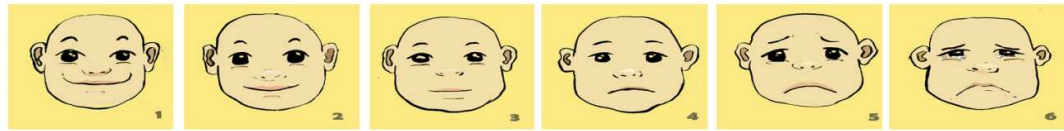


Fig 1. A Modified Face Scale, depicted varied mouth expressions, from very upturned (indicating great happiness) to the very downturned shape (indicating unhappiness). It used Likert type scale with six simple pictures positioned parallel to the horizontal line.

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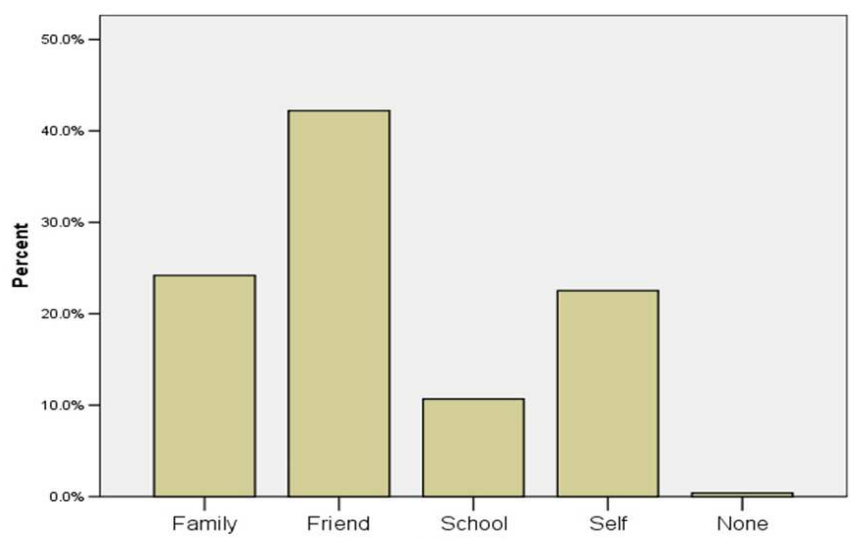


Fig. 2 Distribution of Indonesian children play companions. Children viewed friends as their preference of play companions, followed by family member, play at school with teacher and friends, her/his self, and none.

Table. 1 Children's distribution at different age

Participant	N
All	777
Gender	
Boy	381
Girl	396
Age	
4 year old	139
5 year old	390
6 year old	248

Table. 2 Description of the tell story test

Num	Picture	Descriptions
1	 <p data-bbox="375 617 483 646">Figure A1</p>	A boy is happy to play alone with his toys
1	 <p data-bbox="375 997 483 1026">Figure A2</p>	A girl is happy to play alone with her toys
2	 <p data-bbox="375 1377 483 1407">Figure B</p>	A boy is happy playing with teacher and friends at school. A girl is happy playing with teacher and friends at school.
3	 <p data-bbox="375 1757 483 1787">Figure C</p>	A boy is happy playing with his parents and or siblings at home. A girl is happy playing with her parents and or siblings at home

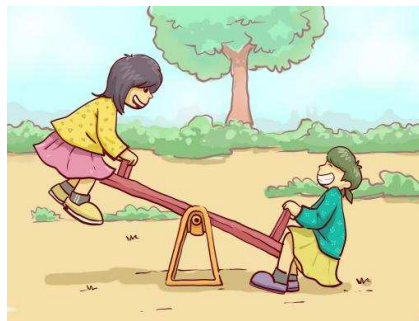


Figure D1

A boy is happy playing with his friends in the park.

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Figure D2

A girl is happy playing with her friends in the park.

Table. 3 Distribution of children's self-report on their play companions

Participant	N	Children's play companion					$\chi(1); p$
		Family	Friend	school	self	None	
		f [%]	f [%]	f [%]	f [%]	f [%]	
All	777	188 [24.2]	328 [42.2]	83 [10.7]	175 [22.5]	3 [.4]	-
Boy	381	73 [19.2]	169 [44.4]	27 [7.1]	110 [28.9]	2 [.5]	31.447;
Girl	396	115 [29]	159 [40.2]	56 [14.1]	65 [16.4]	1 [.3]	p = .000
4 year old	139	43 [30.9]	48 [34.5]	17 [12.2]	30 [21.6]	1 [.7]	
5 year old	390	92 [23.6]	153 [39.2]	42 [10.8]	101 [25.9]	2 [.5]	n.s
6 year old	248	53 [21.4]	127 [51.2]	24 [9.7]	44 [17.7]	-	

Note. Chi-square is applied, significant p-value < .05. In each cell, the first number is the frequency of play companions chosen followed by percentage in the bracket.

Table 4. Happiness and Play Companions

Factor	Happiness											
	Mean	$\chi^2(2)$	Mean	$\chi^2(2)$ [p]	Mean	$\chi^2(2)$	Mean	$\chi^2(2)$ [p]	Mean	$\chi^2(2)$	Mean	$\chi^2(2)$ [p]
Play companions	Rank	[p]	Rank		Rank	[p]	Rank		Rank	[p]	Rank	
	All		Boy		Girl		Age 4		Aged 5		Aged 6	
Friends	373.56	13.712	184.03	n.s	191.19	10.869	70.03	n.s	188.04	n.s	116.80	n.s
Family	413.91	[0.008]	201.34		208.73	[0.028]	73.13		211.31		130.52	
School	355.85		176.50		174.76		56.74		177.37		125.15	
Self	402.70		197.23		216.22		71.08		198.76		139.14	
None	576		255.50		363		127		255.25		-	

* A Kruskal-Wallis H test is applied, significant p value < 0.05. In each cell, indicates the mean rank of happiness of play companions chosen.



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Gender Preferences on Play Companions that Lead to Happiness: A Case Study on Indonesian Children

Abstract

The study aims at exploring the Indonesian children's preference on play companions that lead to happiness. In total, 381 boys and 396 girls participated in the study (aged 4-6 years old). We conducted a story telling test to determine children's play companions that lead to happiness and used content analysis to interpret the qualitative data. The majority of boys and girls nominated their friends as the most preferred play companions. However, when feeling unhappy with friends, boys tended to turn inward to themselves, $\chi^2(1)=31.447$, $p=.001$, while girls tended to prioritize family as play companions. A Kruskal Wallis-test revealed that the happiest child is the one who experienced play activity at school with teachers and friends there, $\chi^2(2)=13.712$, $p=0.008$ especially for girls, $\chi^2(2)=10.869$, $p=0.028$. It is needed to develop parenting program to educate parents about the importance of playing (particularly with partners) to promote children happiness.

Keywords

Happiness, play companions, young children, gender differences, Indonesian.

Introduction

Over the last decade, happiness has become a topic worth exploring (Huebner, 2004; Snyder & Lopez, 2007; Koopmans et al., 2010; Brockmann & Delhey, 2010; Ye et al. 2014). There is a gap in the area of research into children's happiness. Park and Peterson (2006) indicated that the studies on children's happiness were neglected, despite the fact that there needs to be a conceptual clarity in understanding what makes children happy (Thoilliez, 2011). In response to the case, Chaplin (2009) and Thoilliez (2011) found more urgency to explore more about children perspective of happiness.

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9 Children's happiness serves differently from adult's happiness. Children's happiness
10 appears to be unique due to their different cognitive abilities and experiences.
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12 A study by Pranoto and Hong (unpublished manuscript, 2018) clearly showed that
13 in term of happiness, playing is most mentioned as the source of happiness based on
14 Indonesian children. It was stated that playing contributed to the happiness of all layers
15 of group (Tobin, 2014; Dupree et al., 2001; Einarsdottir, 2005). Thus, it was clearly
16 emphasized that playing contributes to the children's happiness. Another study proved
17 that social interaction contribute to children's happiness (Einarsdottir, 2005; Holder and
18 Coleman, 2008; Ofsted, 2012).
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24 Previous literature regarding children's happiness revealed one of the factors that
25 contribute to children's happiness is the experience on social interaction that they had
26 during their playtime. It is supported by the statement that playing is defined as a fun,
27 natural characteristic and instinct of children that it serves as a strong context to
28 facilitate the learning and development of children (Kernan, 2007; Wilkinson, 2008).
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33 The findings presented that the factor that contribute to the children's happiness is
34 social interaction (Einarsdottir, 2005; Holder and Coleman, 2008; Ofsted, 2012) and
35 playing (Dupree et al., 2001; Einarsdottir, 2005; Tobin, 2014; Pranoto and Hong; 2018).
36 For children, especially those under 6 years old, playing and interacting are a whole set
37 of experience as mentioned by Parten (1932). Starting at 2 years old, children play by
38 acting as a certain role while interacting with their surrounding through playing
39 activities. Therefore, this study focused on analyzing children's play companions. While
40 playing, children will explore themselves and their environment, as well as learn about
41 social roles when interacting with their playing partners (with their peers or adults).
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49 Play is such a universal practice which allows children to explore themselves and
50 their environment, examine and try out different social roles, and learn to interact both
51 with other children and older people. During their early childhood, children start to
52 learn to identify their gender, this process determines and develops their knowledge
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9 upon the pattern of playing (i.e with whom they will play/play companions). The need
10 to explore which play companions that lead to children's happiness was also strengthen
11 by the fact that they tend to provide responses within their realms (self, school, family,
12 and peers/friends) in their surroundings when they are asked about their personal
13 experience in everyday lives (Jover & Thoilliez, 2010). However, less attention was
14 given to the eastern studies focusing on children's happiness, particularly on children's
15 play companions that lead to happiness.
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21 The study conducted by Pranoto and Hong (2008) showed that the way Indonesian
22 children explore themselves and their environment, examine and try out different social
23 roles, and learn to interact with their peers and adults is a strong predictor of happiness.
24 It was found out that a warm interaction among peers was the main indicator of
25 children's happiness in many cultures (Einarsdottir, 2005; Ofsted, 2012). In line with
26 those result, Liberman, Larsson, Altuzarra, and Ollendick (2015) found that Swedish
27 children enjoy interaction among peers. Further, some previous studies showed different
28 result, that interaction with family became the strongest predictor for children happiness
29 (Diener, 2009, Thoilliez, 2011). In contrast to that result, other study by Liberman,
30 Larsson, Altuzarra, and Ollendick (2015) found that Chilean children reported greater
31 happiness when they are around their siblings and in school. Based on those several
32 studies, it can be concluded that there is a gap concerning children play
33 partners/companions that lead happiness from different cultural background. Some
34 previous studies may indicated that the way a child play and interacts with different
35 partner/companions is culture specific, others may indicated the opposite.
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47 Concerning children play companions, previous studye result indicated gender
48 preferences. As Maccoby (1990) has observed, by 4.5 years old, children spend most of
49 their time with their same-gender-peers. Further, based on previous studies, children
50 will spent their time playing with peers or not depend on some individual factors
51 (Howes, 1988; Howes & Matheson, 1992) including emotion and regulation (Fabes,
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9 Hanish, Martin, & Eisenberg, 2002), childcare experiences (Howes, 1987), or even
10 cognitive and linguistic competence (Rubin & Daniels-Beirness, 1983).

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12 Regarding to emotions experienced by children, previous studies showed that there
13 are gender differences in response to negative affections. Further, Kret et al. (2012)
14 suggest to consider the type of affection in identifying gender differences in emotional
15 responses. The previous study showed more on the sensitivity of men and women in
16 responding to negative emotions. These results still show non-specific differences. A
17 number of other studies indicate that, when compared to male, female tend to be
18 sensitive to negative stimulus (Fernández, et al., 2012; Bradley, et al, 2001). While,
19 other studies showed the opposite, male tend to show more emotional reactions that are
20 more intense than female, especially if they feel threatened (Kret. et al, 2012). Those
21 previous studies indicated unclear result. It is needed to explore more in details, the
22 caused by gender difference in response to difference type of emotions.

23
24 In accordance with the background, this study enriched studies gap regarding
25 gender preferences on children play companions that lead to happiness. As this study
26 conducted in Indonesia, it also enriched the gap regarding sociocultural differences on
27 children play companions. In order to find out the answer, the researcher conducted a
28 story telling test. Identifying play companions that contribute to children's happiness
29 can help parents, teachers, and researchers to build strategies to promote children's
30 happiness. Once these are found, we can start to understand how happiness, and the
31 factors leading to it.

32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 ***Aim and research questions***

48 The purpose of this study was to describe Indonesian children's play companions
49 that lead to their happiness based on their own perspectives. The research questions are
50 addressed as follows:

- 51 ● Who is children most preferred play companion?
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- How do children describe their play companions that lead to their happiness?

Theoretical framework

Psychologists defined happiness as psychological well-being or subjective well-being (Argyle, 1987; Eysenck, 1990). Without putting aside the methods of data collection and quantitative analyses, Ryff and Singer (2008) stated that the results of studies on happiness using the eudemonistic approach tend to be more humanistic and focus on individual's values and lifestyle by directing narrative approaches (Bauer et al. 2008). Besides, it also results to conclusions and recommendations that are normative in nature (Sheldon & Kasser, 1998). Similar to eudemonistic approach, this research aimed at facilitating the voices of Indonesian children to be heard and considered. In order to answer the questions on what play companions that makes them happy and sad in daily life as well as how to use those facts for their education, this research proposed a research design based on the theoretical concept of happiness from the eudemonistic point of view, and some other international frameworks focusing on children.

This perspective served as the foundation where quantitative and qualitative approaches were applied to gain a concrete narrative on children's happiness from children's perspectives. This perspective also encouraged the researcher to involve teachers as the evaluator of the instruments used.

Based on the previous theoretical framework, children's happiness that is known as subjective well-being needs to be understood as the average satisfaction at the certain period with certain frequencies of positive and negative effects. It is reported that Indonesian children (aged 4-6 years old) found that their play companions (self, school members, family members, and peers/friends) makes them happy in their everyday lives.

Play Companions and Happiness

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Previous studies showed that the factors which contribute to children's happiness are social interaction (Einarsdottir, 2005; (Holder and Coleman, 2008; Ofsted, 2012) and playing (Dupree et al., 2001; Einarsdottir, 2005; Tobin, 2014; Pranoto and Hong; 2018). While playing, children explore themselves and their environment, and also learn social roles by interacting with others as their play companions/partners (peers or adults). In fact, playing and social interaction is a unity of experience (Parten, 1932).

Previous studies indicated that fathers become preschool playing partner (Power & Parke, 1982; Roopnarine & Mounts, 1985). Father seems contributes and participates more especially when doing physical play activities. International comparative studies showed a difference result. Study by Parmar, Harkness, and Super (2008) showed that Euro-America fathers tend to contribute and participate especially when doing physical play activities, while immigrant parents from Asia tend to spend more times in academic activities with their children such as teaching them alphabets and numbers, playing mathematics games, and working with computer. In this case, parents do not act as playmates but rather as teachers. Even so, records of the daily activities indicated both group of parents spend the same amount of time with their kids. Though Euro-American parents tend to do pretend play and Asian parents prefer to have more constructed games. The sociocultural differences were more reflected on the lower aspect, like the participation pattern of the relatives, friends, and way of parenting.

Both of the literature above completed the reference that revealed the variety of involvement in playing activities between parents in Euro-America and Asia. Yet, both of the previous studies above never tried to convey play companions directly based on the perspectives of the children. Further, both studies did not come to the conclusion of how the child's perspective on the quality of the interaction was built. It is important to figure out out which they feel happier, when interacting with their friends or parents. It is essential to study which playing partner contributes greater happiness based on the children' perspective.

Methods

This study was designed from children's perspective on play companions that lead to happiness, responding to a previous study by Pranoto and Hong (2018) that the best practice in measuring children happiness is by involving children as active respondents due to any different response between children's and parent's report of happiness experienced by children.

Participant

The study involved 777 children from several kindergartens. Children, who had informed consent from their parents, were involved. The participants were aged 4 – 6 years old ($M=5.14$, $SD=.694$ years of age). Table 1 presented data regarding the respondents.

[insert Table. 1 Children Distribution]

In details, the age of 4 was chosen to complement the studies conducted by Hill et al. (1999), and Thoillez (2011) that involved young children aged 5-12 years old. This study involved younger children, 4-6 years old, as it is the age when children are said to have the verbal and memory ability not only retelling past events but also making predictions of the future. Previous literature studies showed that starting from the age of 3, children are capable of describing their concrete experiences when they feel happy (Harter, 1982). Children are in general good at retelling personal events they went through. Since the age of 3, children can describe in detail both negative and positive events they experienced (Fivush, Hazzard, Sales, Sarfati, & Brown, 2003; Pezdek & Taylor, 2001).

Data collection

Pre testing

The research implemented a pilot study that required external validation on the questionnaire of story-telling test before it was distributed to the intended children. The pilot study involved 60 children representing Indonesian children. Kindergarten teachers were involved as a professional expert in checking the story-telling test. This external validation was meant to identify any possible problem the children might have while giving a response to the questions asked. Teachers were deemed as the best people to provide input as they were the experts who worked and actively involved in children's day to day life. Once the test was administered to some children, a discussion with the teachers was conducted.

The results of the pilot study showed that children in kindergarten who were aged 4 had a little barrier in answering the following question; "Who is your preferred play companions that make you happiest (*sangat senang*) in your daily life?" or in Bahasa, "*Siapakah diantara teman bermain ini yang paling membuat kamu senang?*". A non-familiar interviewer might be the cause. Therefore, pictures were provided as stimuli to ease the difficulties children had in delivering proper responses. In cases where the pictures did not really help, the children were excluded from the list of respondents.

The pilot study included reliability test for face scale. Since the face scale used a single item measure, test-retest was needed to evaluate the reliability of its instrument. After the children filled out the face scale, the reliability of the face scale was examined. The reliability was proven acceptable with Cronbach's Alpha was 0.833. Next, mothers filled out the face scale by recognizing their children happiness of almost the time. The reliability of the face scale was acceptable with Alpha Cronbach was 0.901. Both displayed the degree to which the responses were consistent or stable over time (Pranoto & Hong, unpublished manuscript).

Timing, recording, and field notes

Before interviewing the children, the researcher conducted observations at the school a few days in advance. Other than to gain a better picture of the children's daily life, it was also meant to habituate the children with the presence of the researchers. It took around 15 – 30 minutes to interview a child. In some cases, children needed longer interview time. Therefore, the policy was to set 60 minutes/child. In some extreme cases, some children needed even longer time and had to be accompanied by their friends. This research only managed to have one session of interview per child with repeated questions to ensure the child's response. This helped to ensure that no answer or response was altered. As for further relevant data, the researchers had made a field note. The note was very important for the process of analysis.

Settings

In this study, data collection was carried out in many settings but still within the school vicinity. Interview settings varied from an unused classroom, a public hall for special events, teachers' room, gazebo, hallway, to a school playground. These settings were made as comfortable and less intimidating as possible. They were designed to be as natural and easy as possible.

Telling-story test - children's self-report

For a qualitative purpose, this study interviewed children, individually. This study emphasized on the qualitative approach in which the researcher probed deeper to explore the responses from children about their play companions that lead to happiness. Based on the structure of the Indonesian emotion lexicon, happiness (*senang*) has equivalent meaning to *asik, sukacita, sukaria, bahagia, senang, girang, gembira, ceria, riang* (Shaver, Murdaya, & Fraley, 2001).

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9 Principals from different public kindergartens in Indonesia were asked for their
10 permission for the collection of data from children in their schools. Once it was secured,
11 the research procedures and purposes were described to teachers. Next, each child were
12 given a packet to take home. It contained a cover letter seeking the parent's consent.
13 Once it was agreed and sent back to the school, each child was asked to join interview
14 session. In the interview session, each child was briefed with standardized explanation
15 of the study.

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21 The study used single open-ended questions for children aged 4 – 6. Once their
22 names and ages were confirmed, they were asked the following question: "Who is your
23 preferred play companions that make you happiest (*sangat senang*) in your daily life?"
24 or in Bahasa, "*Siapakah diantara teman bermain ini yang paling membuat kamu*
25 *senang?*" A specialized technique using a different set of pictures was employed to
26 explore children play companions that lead to happiness. Each picture depicted different
27 situations, identified as (A, B, C and D), along with its caption. Those pictures focused
28 on children's play companions: themselves, family, school, and peer (Thoilliez, 2011).
29 This study expected child to pinpoint the happiest moment they spent with someone,
30 and explain why.

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The pictures depicted children's playing activity. Children were triggered to
imagine which situation a boy or a girl (they were) was the happiest in. As it was
noticed, a child could easily be happy with any one and in any of the four areas. What
would be the important thing was the chosen picture would center children's attention.

[insert Table. 2 Description of the tell story test]

The study was continued with presenting four pictures that represented children
preference of play companions they valued the most. The pictures were shown to
children, the selection of pictures were given regarding to their gender. For boys, there
were four pictures of male figures each. And the girls would see a series of picture (4

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9 pictures) with the image of female. Each of them was required to answer the questions
10 based on their experiences.

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12 The story behind the chosen picture was analyzed to answer questions of it. The
13 children were given the instruction prior to telling the story, "*I will show you some*
14 *pictures. You can call this X (for boy) or Y (for girl). You now see him (for boy) or her*
15 *(for girl) in four pictures and in different situation. Now, it is time for you to imagine*
16 *that you were in all situations. After that, you can tell me, in which of situations do you*
17 *think you would feel happy the most? You should choose only one, the situation and who*
18 *are your play companions that would make you feel the happiest and tell me why you*
19 *are happy*".
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26 This study gained qualitative data in the form narrations. Children were asked to
27 give responses from a question and tell stories of what they had seen in the pictures they
28 chose. For statistical analysis, the data from the study was being transformed into
29 quantitative data. The chi-square was applied to test the following hypotheses: There is
30 a difference of children's report on play companions related to happiness.
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The Face scale – children's self-report.

40 A modified face scale was modified to look more real, considering that
41 participants were as young as 4. Adjustments were made by reducing the number of
42 pictures (from 7 to 6). This was in line with a previous clinical study that also used the
43 face scale to identify pain in children. The Faces Pain Rating Scale by Wong-Baker is
44 the dominant method used nowadays to measure pain intensity in children. This scale
45 was depicted in Fig. 1. Six faces are shown to 3 year olds or older; 0) is very happy
46 because he does not feel hurt at all; 1) hurts a little bit; 2) hurts a little more; 3) hurts
47 even more; 4) hurts a whole lot; and 5) hurts worst. (Wong & Baker, 1988). This face
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9 scale had been widely applied in children as respondent, as a graphical representation of
10 emotions that could be recognized by children (MacDonald, et.al. 1996).

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12 The face scale was used to measure one's perception on happiness (Andrews &
13 Withey, 1976; Holder, Coleman, & Wallace, 2010; Angner, 2013. It had been widely
14 used due to its validity and reliability (Abdel-Khalek, 2006). In Indonesian setting, a
15 validity and reliability test for Face Scale was conducted to the children. (Pranoto &
16 Hong, unpublished manuscript).

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18 Once children names and ages were confirmed, they underwent the face scale test
19 to address the area of their happiness. This scale used Likert type scale with six simple
20 pictures positioned parallel to the horizontal line. These pictures depicted varied mouth
21 expressions, from very upturned (indicating great happiness) to the very downturned
22 shape (indicating unhappiness) (Fig.1). Researchers asked children to value their
23 happiness they experienced "most of the time".

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25 [insert Figure. 1 Modified Face Scale]

26 27 28 **Results**

29 30 ***Children Preference of Play Companions***

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32 Based on table 3 and figure 2, Indonesian children viewed 'friends' as their
33 preference of play companions. As many as 328 (42.2%) children stated that they were
34 happy when doing playing activities with their friends. The next 188 children (24.2%)
35 mentioned they were happy having activities with the family member. Around 2.5%
36 children (175) stated that they were happy being alone in their activities. Some other
37 children mentioned being at school, doing activities with school members at school, and
38 playing with the teachers at school made them happy. There were only three children
39 (0.4%) that failed to give any reason upon the four pictures shown as stimuli.

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41 [insert Figure. 2 Distribution of Children Play Companions]

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43 [insert Table. 3 Children Self-Report of Play Companions]

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9 The result of the Pearson Chi-Square showed that $\chi(1) = 17.618$, $p = .024$ told us
10 that there was no statistically significant association between age and play companions
11 (see table. 3). While, another result of the Pearson Chi-Square showed that $\chi(1)=31.447$,
12 $p=.000$ told us that there was statistically significant association between gender and
13 play companions. Further details in play companions chosen by children from different
14 gender would be displayed on the table above. Friend as play companions was the one
15 chosen most by both boys and girls. As many as 169 of 381 boys (44.4%) choose this,
16 compared to 159 of 396 girls (40.2%).
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24 ***Children's play companions leading to happiness***

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26 Even though friend was the most chosen option as play companion, children also
27 equally preferred other play companions. Hence, it was needed for further analysis, with
28 whom (play companions) children would be happiest with.
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31 A Kruskal-Wallis H test showed that there was a statistically significant difference
32 in children's level of happiness between the different play companions, $\chi^2(2)=13.712$,
33 $p=0.008$, with a mean rank level of happiness of 355.85 for school as play companion,
34 373.56 for friend and 402.70 for self, 413.91 for family, and 576 for none.
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38 [insert Table. 4 Happiness and Play Companions]
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40 For all demographic variables (age, gender, and ethnic background), A
41 Kruskal-Wallis H test showed that there was no statistically significant difference in
42 children's level of happiness between the type of play companion, except for group of
43 mixed ethnicity and group of girls.
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47 Second, in terms of gender differences, A Kruskal-Wallis H test showed that there
48 was no statistically significant difference in boy's level of happiness between the types
49 of play companion $\chi^2(2) =5.445$ [$p=0.245$], with a mean rank level of happiness of
50 176.50 for school as play companion, 184.03 for friend, 197.23 for self, 201.34 for
51 family, and 255.50 for none. Moreover, A Kruskal-Wallis H test showed that there was
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9 statistically significant difference in girl's level of happiness between the type of play
10 companion $\chi^2(2) = 10.869$ [$p = 0.028$], with highest mean rank level of happiness of
11 174.76 for school as play companion, followed by mean rank level of happiness of
12 191.19 for friend, 208.73 for family, 216.22 for self, and 363 for none.
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16 In terms of age differences, A Kruskal-Wallis H test showed that there was no
17 statistically significant difference in 4 years old aged children's level of happiness
18 between the type of play companion $\chi^2(2) = 6.416$ [$p = 0.170$], with a mean rank level of
19 happiness of 56.74 for school as play companion, 70.03 for friend, 71.08 for self, 73.13
20 for family, and 127 for none. Next, A Kruskal-Wallis H test showed that there was no
21 statistically significant difference in 5 years old aged children's level of happiness
22 between the types of play companion $\chi^2(2) = 7.217$ [$p = 0.125$], with a mean rank level of
23 happiness of 177.37 for school as play companion, 188.04 for friend, 198.76 for self,
24 211.31 for family, and 255.25 for none.
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31 The last, A Kruskal-Wallis H test showed that there was no statistically significant
32 difference in 6 years old aged children's level of happiness between the types of play
33 companion $\chi^2(2) = 5.558$ [$p = 0.135$], with higher mean rank level of happiness of 116.80
34 for friend as play companion, followed by mean rank life satisfaction of 125.15 for
35 school, 130.52 for family, and 139.14 for self.
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Discussion

This study showed that Indonesian children aged 4 – 6 had their different preference on play companions to reach the same level of happiness. It showed that friend was the most mentioned option as children's play companion. Further, the result showed that the happiest child is the one who experienced play activity at school with teachers and friends there, especially for girls. It showed us that schools managed to conduct a meaningful learning for the students (especially the females) since it was perceived as a fun playing activities that made them happy. Not only classmates, but teachers could also be play companions who contribute to the students' happiness.

These findings strengthen the statement that social interactions experienced by children during playtime contribute to the children's happiness. Children who gain positive social interactions while playing with teacher and friend at school, reported that they feel happier, and they don't concern on the gender differences based on the findings.

Nevertheless, this study also found some gender-based playing preferences. Particularly, when children do not get positive experience from teachers and friends, boys tend to play to explore themselves and their environment, while girls prefer to play with their family.

Methodology approach

It should be noted once again the importance of this findings regarding with research in children happiness in Indonesia. Chaplin (2009) emphasized on the need for more research that identifies 'what makes children happy.' Uusitalo-Malmivaara (2012) stressed that up to 2012 there had not been any research that directly asked children on the things that boost their happiness. This was where the gap lied. Children's happiness is the topic of utmost importance, but it is left unattended. The information gained in this study should help children to identify what is meaningful for themselves.

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9 The analysis and results reported in this study had offered ways of thinking about
10 how happiness might be explored with children and thoughts on what to notice when
11 looking for clues about children's happiness. Interviewing children about what was
12 important in terms of happiness provides a baseline for longitudinal studies as well as
13 comparative studies. Children's education practitioners and researchers in the field of
14 children's development should be more optimistic to explore the happiness involving
15 children as active respondent.

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21 The results of this study provided an understanding about the happiness of children
22 in a more complete and comprehensive way, including the issue of differences in gender
23 and ethnicity. The discussion on children's happiness and developmental issues was not
24 yet comprehensive. This was due to the limited age range of the children involved. As
25 children progress through the life cycle, their perspectives might change. What is of
26 concern and what is of greatest importance might changes over time. It would be a
27 challenge for further researchers to explore the issue of developmental changes in the
28 wider age range. As this study used interviews to explore the children's sources of
29 positive and negative affection, it provided significant impact that researchers could
30 simultaneously observe changes in children's ability to express their emotions with age,
31 as it had been reported by Shipman et al, (2003).

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40 The findings in this research enriched the psychological theories on child
41 development, not only play companions regarding happiness but also self-concept and
42 happiness. According to children developmental theory, especially on self-concept,
43 preschool children started to develop psychological self-concept by gaining knowledge
44 and understanding of certain preferences, patterns of emotional expression, and how to
45 react to certain people and for certain situations (Welch-Ross et al., 1999). Those
46 findings supported the theory of the early social construction of the self-concept, and in
47 turn, affect the model of autobiographical memory. Autobiographical recall which
48 developed when children at 3 to 8 years, consisted of memories that connected children
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9 and their past. At the same time, these memories told children stories of themselves
10 (Nelson, 1993).
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12 This theory was supported by the reality in this research in which young children –
13 aged 4 – were already able to report preference of play companions that made them
14 happy or sad and describe their emotional condition. The difference with research
15 findings in the West was that children who already developed psychological
16 self-concept were younger – about aged 3. According to Kurniawati and Hong (2014),
17 in Indonesia, children aged 3 were still unable to properly describe the sources of their
18 happiness or sadness. This difference was perhaps because Western parents were used
19 to talking about emotions to their children from the very early age (around 2)
20 (Beeghley, Bretherton, & Mervis, 1986; Dunn, et al. 1987).
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23 The habit of discussing emotional feelings with parents (mothers) predicted how
24 many references children had on their emotions and how much they understood their
25 own emotions (Dunn, Brown, & Beardsall, 1991). As mothers discussed experiences of
26 their children, they stressed on their children's emotions and label, as well as interpret
27 those experiences and the emotions that follow. Therefore, children learnt to describe
28 their emotional meanings in the past (Fivush & Kuebli, 1997; Kuebli, Butler, & Fivush,
29 1995). Children with this type of mothers would have the proper ability to respond to
30 people and react to the situations around them (Fivush, 1993). According to Pezdek and
31 Taylor (2001) and Fivush, Hazzard, Sales, Sarfati, and Brown, (2003) since the age of 3,
32 children were able to describe in detail both negative and positive events they
33 experienced.
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36 These abilities were made possible as during the dialog with their parents
37 (mothers), children learned to construct meaningful representations of themselves.
38 Children with these abilities would understand their emotions better, and the probable
39 utterance they came up with would include something like; *"I am a sad person as I*
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9 *can't play with mom, she is always angry," or "I am a happy person because I have lots*
10 *of friends to play with."*
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14 ***The role of gender on play companions leading to happiness***

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16 Indonesian children aged 4 – 6 (boys and girls) preferred friend as play companion
17 that lead to happiness, similar to Swedish children (Lieberman, Larsson, Altuzarra, &
18 Ollendick, 2015), different from Chilean children. These findings also confirmed the
19 study that stated that the relationship with peers and adults is a strong predictor of
20 happiness (Holder and Coleman, 2008). A close relationship and interaction with
21 friends during playing activities with the peers seemed to be the main indicator of
22 happiness. Social relationship had been proven to be a significant factor of children's
23 happiness in many cultures (Einarsdottir, 2005; Ofsted, 2012). According to Parke and
24 Ladd (1992), children at preschool age (aged 3 years old) already started to socialize
25 with their peers. That was the moment when friendship was built, and peers contributed
26 enormous impact on them. As children entered kindergarten age, they spent more time
27 doing activities in peer groups, compared to their pre-school years (Rimm-Kaufman &
28 Pianta, 2000).
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38 The scope and stage of playing for children differed from their infancy years to
39 their childhood times. As stated by Parten (1932), children's playing stage varied from
40 non-social to social play. Parten stressed that as children grow older, they gradually
41 entered social play stage, as they spent more time in peer groups (Ladd, 2005; Rubin,
42 Bukowski, & Parker, 2006).
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47 Despite the fact that the stage of play was changed, this change was not sequential
48 and was actually very complex. Farran and Son-Yarbrough (2001) found that social
49 play was found mostly in childhood, but it was also common to find non-social play that
50 was not replaced by social play (Rubin & Coplan, 1998; Smith, 1978). There were
51 individual factors that made children spent their play time with their peers or not
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9 (Howes, 1988; Howes & Matheson, 1992). Some of those individual factors were
10 emotion and regulation (Fabes, Hanish, Martin, & Eisenberg, 2002), childcare
11 experiences (Howes, 1987), or even cognitive and linguistic competence (Rubin &
12 Daniels-Beirness, 1983).
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16 In Indonesian setting, further analysis found a gender preference differences in
17 those result. When boys and girls were dissatisfied with friends, boys tend to play with
18 them themselves, while girls tend to play with family (especially mothers). Child
19 dissatisfaction with his playing partner is very possible.
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23 Numerous studies has indicated that pre-school and secondary school children
24 tended to have more aggression toward each other compared to children in higher
25 grades (Coie, Dodge, & Kupersmidt, 1990; Vitaro, Tremblay, & Gagnon, 1992).
26 Younger children had less emotional regulation that they consequently chose to be alone
27 than having conflict with their peers. That was compounded by inadequate linguistic
28 ability that hampered their capability to say no or prevent bad deeds against them.
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34 Previous studies showed that there are gender differences in response to negative
35 affections. Further, Kret et al. (2012) suggest to consider the type of affection in
36 identifying gender differences in emotional responses. The previous study showed more
37 on the sensitivity of men and women in responding to negative emotions. These results
38 still show non-specific differences. A number of other studies indicate that, when
39 compared to male, female tend to be sensitive to negative stimulus (Fernández, et al.,
40 2012; Bradley, et al, 2001). While, other studies showed the opposite, male tend to
41 show more emotional reactions that are more intense than female, especially if they feel
42 threatened (Kret. et al, 2012).
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50 In this study did not differentiate the intensity of children's emotional reactions to
51 negative stimuli experienced, yet this study shows that when children experiencing
52 negative stimulation that is unpleasant treatment from friends while playing, boys and
53 girls decide to choose a different playing partner. This discrepancy was perhaps because
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9 boys tend to be involved in interactive, associative, cooperative and successful peer play
10 than girls do (Provost & LaFreniere, 1991; Coolahan, Fantuzzo, Mendez, &
11 McDermott, 2000).
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14 According to Maccoby (1990), by 4.5 years old, children spend most of their time
15 with their same-gender-peers. Martin, Eisenbud, and Rose (1995) added that children, at
16 this age, start to segregate themselves based on gender, boys love to play actively while
17 girls tend to be calmer. Boys were likely to engage in interactive and cooperative games
18 with friends. This condition was also apparently prone to conflict. And apparently, a bad
19 experience became one of the reasons for the boy to choose to play alone.
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23 In Indonesia, as the setting of this study, boys do not prefer father (partner the
24 same sex) to have physical and interactive playing activities. Boys prefer to play by
25 themselves due to busy father condition. It seems normal to be happened in Indonesia
26 since Indonesia is popular as the third fatherless country in the world. In contrast to
27 girls, they choose family (mother) to keep playing with them. Unlike girls, 4-18
28 year-old boys prefer physical activities. Certainly, children cannot have physical
29 activities/games with their mothers or with their family members (Hallal, Andersen,
30 Bull, Guthold, Haskell, & Ekelund, 2012; Pearce, Basterfield, Mann, Parkinson,
31 Adamson, Reilly, 2012; Trost, Pate, Sallis, Freedson, Taylor, & Dowda, 2002). Boys
32 feel uncomfortable playing with the intervention from their mother who act more
33 dominant from the kids, even when the mother only try to show the way to play a
34 certain game or correct their way to play. Possibly, boys tend to not feel any happiness
35 (or even angry) when the mother intervene (Ispa, Cook, Harmeyer, & Rudy, 2015).
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39 Boys tended to monopolize play space and materials and use a confrontational
40 and physical style intended to secure them in achieving what they want. Their rough
41 play style, as they wrestle and chase, was not so congenial to girls. Same-sex playmates
42 appeared to be more compatible in the pacing and flow of their play. Meanwhile girls
43 seek for a smooth flowing style of play and interaction (Martin, Eisenbud, & Rose 1995;
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9 Edwards, Knoche & Kumru, 2001). Such types of game are mostly found by girls when
10 they have family members (mother or younger siblings) as their playmates.

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12 The negative experience concerning friendship for boys commonly related to being
13 treated bad by friends such as being pinched, hit, mocked, mad at. The other things
14 included physically quarreling with friends, being hit by rock, and being pushed to the
15 river. An interview with En (four years old) revealed:

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19 *"I am so sad when my friends are doing bad to me, I am pushed to the river, hit by rock,*
20 *and beaten."*

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22 Another statement by Hyd (five years old):

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24 *"I am really sad when my friends make fun of me, I am made fun of and scolded."*

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26 Another boy, Ar (five years old) said:

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28 *"I am very sad being pushed to the river and hit by my friends."*

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30 This fact was supported by some research carried out way before the current
31 research which found that pre-school and secondary school children tended to have
32 more aggression toward each other compared to children in higher grades (Coie, Dodge,
33 & Kupersmidt, 1990; Vitaro, Tremblay, & Gagnon, 1992). Younger children had less
34 emotional regulation that they consequently chose to be alone than having conflict with
35 their peers. That was compounded by inadequate linguistic ability that hampered their
36 capability to say no or prevent bad deeds against them.

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42 Additionally, this study also presented that friends were the most nominated
43 playmates by children. Following that, boys preferred their selves as play companions
44 while girls chose their family as play companions after friends. Nonetheless, it was
45 reported that the highest happiness level was indicated from girls who selected "school"
46 as their play companions.

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51 Differences in the level of happiness happened when children got social
52 reinforcement in a relationship in the form of 'praise' or 'blame' that affected the
53 overall happiness of children (Singh, Sidana, & Saluja, 1978). It was very likely that
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9 school was nominated as play companion that made children happy because they did
10 lots of activities with their teacher and friends there, particularly on girls. Teachers and
11 friends offered praise, company, safety, and protection. These made girls happy.
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14 It might be believed that family set rules, punishment, and discipline (obligations).
15 Family was where children learn negative emotions, and even frustration. On the
16 contrary, a group of friend was where children learnt to dare and adventure with
17 freedom and emancipation.
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22 **Conclusion**

23
24 Based on children's self-report, friend was their play companion that made them
25 happy. Friend was nominated most by boys compared to girls. However, when they
26 were unhappy with friends, boys prefer to play alone rather than play with others, while
27 girls prefer to play with mother. Even so, the highest level of happiness was indicated
28 from girls who chose “school” as their play companions.
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34 **Implications and recommendation for future research**

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36 Consideration of the play companions that lead happiness from children’s
37 perspective provided a fresh and unique perspective to researchers when assessing
38 children happiness. This unique perspective could not be captured when we were asking
39 them to select item on existing scale that might not reflect the gender group uniqueness.
40 Furthermore, as children progress through their life cycle, their perspectives might
41 change. What is of concern and what is of greatest importance might change over time.
42 It would be a challenge for further research to explore the issue of developmental
43 changes in the wider age range.
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50 Practically, the findings of this study can help parents, social workers, and
51 education professionals, researchers in the field of educational and children's
52 development to understand the voice of children about their happiness and being able to
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9 use it for promoting children's happiness. For example, understanding that boys tend to
10 play with friends as the most common mentioned as their source of happiness, instead
11 of family. Hence, it is needed to develop parenting program and seminar to educate
12 parents and teachers on how parents can build good relationship with their children,
13 especially with boys.
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20
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23
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25

26 **Ethical approval**

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28 All procedures performed in studies involving human (children) participants were in
29 accordance with the ethical standards of the Indonesian institutional and/or national
30 research committee and its later amendments or comparable ethical standard.
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35 **Informed consent**

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37 Informed consent was obtained from all individual participants (children themselves and
38 mothers) included in the study.
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For Peer Review Only

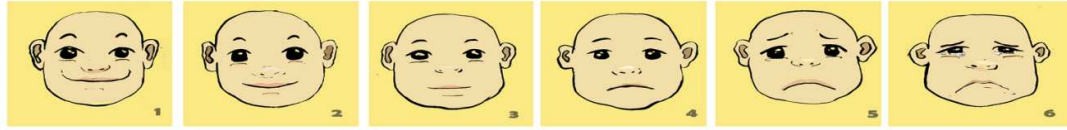


Fig 1. A Modified Face Scale, depicted varied mouth expressions, from very upturned (indicating great happiness) to the very downturned shape (indicating unhappiness). It used Likert type scale with six simple pictures positioned parallel to the horizontal line.

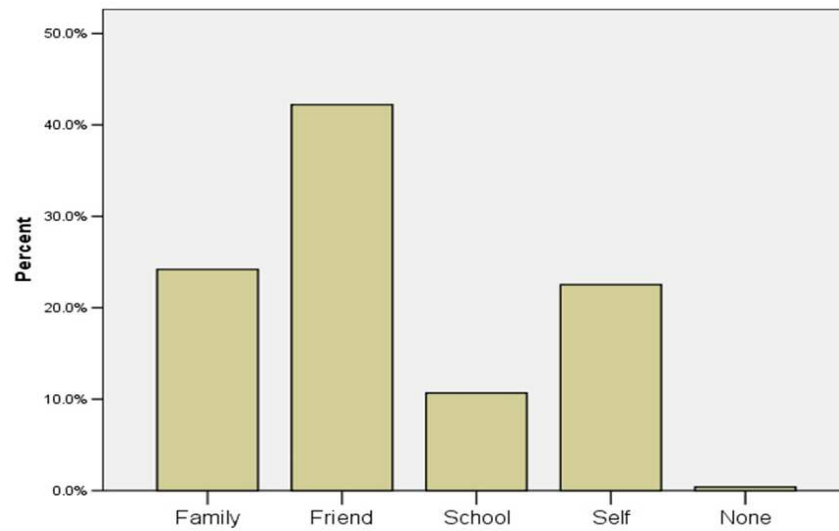


Fig. 2 Distribution of Indonesian children play companions. Children viewed friends as their preference of play companions, followed by family member, play at school with teacher and friends, her/his self, and none.

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Table. 1 Children’s distribution at different age

Participant	N
All	777
Gender	
Boy	381
Girl	396
Age	
4 year old	139
5 year old	390
6 year old	248

For Peer Review Only

Table. 2 Description of the tell story test

Num	Picture	Descriptions
1	 <p data-bbox="375 617 483 646">Figure A1</p>	A boy is happy to play alone with his toys
1	 <p data-bbox="375 993 483 1022">Figure A2</p>	A girl is happy to play alone with her toys
2	 <p data-bbox="370 1369 479 1398">Figure B</p>	A boy is happy playing with teacher and friends at school. A girl is happy playing with teacher and friends at school.
3	 <p data-bbox="375 1724 483 1753">Figure C</p>	A boy is happy playing with his parents and or siblings at home. A girl is happy playing with her parents and or siblings at home

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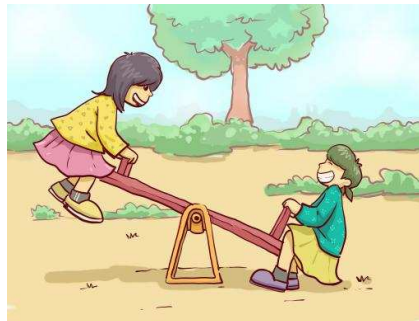


Figure D1

A boy is happy playing with his friends in the park.

4



Figure D2

A girl is happy playing with her friends in the park.

Review Only

Table. 3 Distribution of children's self-report on their play companions

Participant	N	Children's play companion					$\chi(1); p$
		Family	Friend	school	self	None	
		f [%]	f [%]	f [%]	f [%]	f [%]	
All	777	188 [24.2]	328 [42.2]	83 [10.7]	175 [22.5]	3 [.4]	-
Boy	381	73 [19.2]	169 [44.4]	27 [7.1]	110 [28.9]	2 [.5]	31.447;
Girl	396	115[29]	159 [40.2]	56 [14.1]	65 [16.4]	1 [.3]	p = .000
4 year old	139	43 [30.9]	48 [34.5]	17 [12.2]	30 [21.6]	1 [.7]	
5 year old	390	92 [23.6]	153 [39.2]	42 [10.8]	101 [25.9]	2 [.5]	n.s
6 year old	248	53 [21.4]	127 [51.2]	24 [9.7]	44 [17.7]	-	

Note. Chi-square is applied, significant p-value < .05. In each cell, the first number is the frequency of play companions chosen followed by percentage in the bracket.

Table 4. Happiness and Play Companions

Factor	Happiness												
	Mean	$\chi^2(2)$	Mean	$\chi^2(2)$ [p]	Mean	$\chi^2(2)$	Mean	$\chi^2(2)$ [p]	Mean	$\chi^2(2)$	Mean	$\chi^2(2)$ [p]	
Play companions	Rank	[p]	Rank		Rank	[p]	Rank		Rank	[p]	Rank		
	All			Boy		Girl		Age 4		Aged 5		Aged 6	
Friends	373.56	13.712	184.03	n.s	191.19	10.869	70.03	n.s	188.04	n.s	116.80	n.s	
Family	413.91	[0.008]	201.34		208.73	[0.028]	73.13		211.31		130.52		
School	355.85		176.50		174.76		56.74		177.37		125.15		
Self	402.70		197.23		216.22		71.08		198.76		139.14		
None	576		255.50		363		127		255.25		-		

* A Kruskal-Wallis H test is applied, significant p value < 0.05. In each cell, indicates the mean rank of happiness of play companions chosen.

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3 Nov 8th, 2018
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7 Dear **Reviewer of the Early Child Development and Care**,
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12 We would like to submit a letter to response the reviewer comments. All authors have
13 approved this manuscript, agreed with this response, and have no conflict of interests.
14

15 The following, we provided a letter with a detailed description of all the changes
16 added on the basis of the reviewer' comments.
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19 We look forward to hearing your evaluation at your earliest convenience.
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32 On behalf of all authors,
33 Sincerely,
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38 Yuli Kurniawati Sugiyo Pranoto
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31 **In response to the reviewer comments:**
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35 1) Comments to the Author
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38 Article needs another copy edit for errors including tense, missing words and phrasing.
39 Three examples of this include:
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43 'Happiness has become' or is becoming, rather than 'Happiness becomes', Page 1,
44 Line 39
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47 'Park and Peterson (2006) showed that the study on children's happiness were
48 neglected' should read 'Park and Peterson (2006) indicated that the studies on
49 children's happiness were neglected (or were infrequent or you could say there is a
50 gap in the area of research into children's happiness (Park & Peterson, 2006)', Page 1,
51 Line 42
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55 'In responds to the case' should read 'in response to the case', Page 1, Line 46
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Answer:

Thank you very much for your suggestion. We have had copy edit for errors according to your suggestion. Some of revised sentences are here with red color.

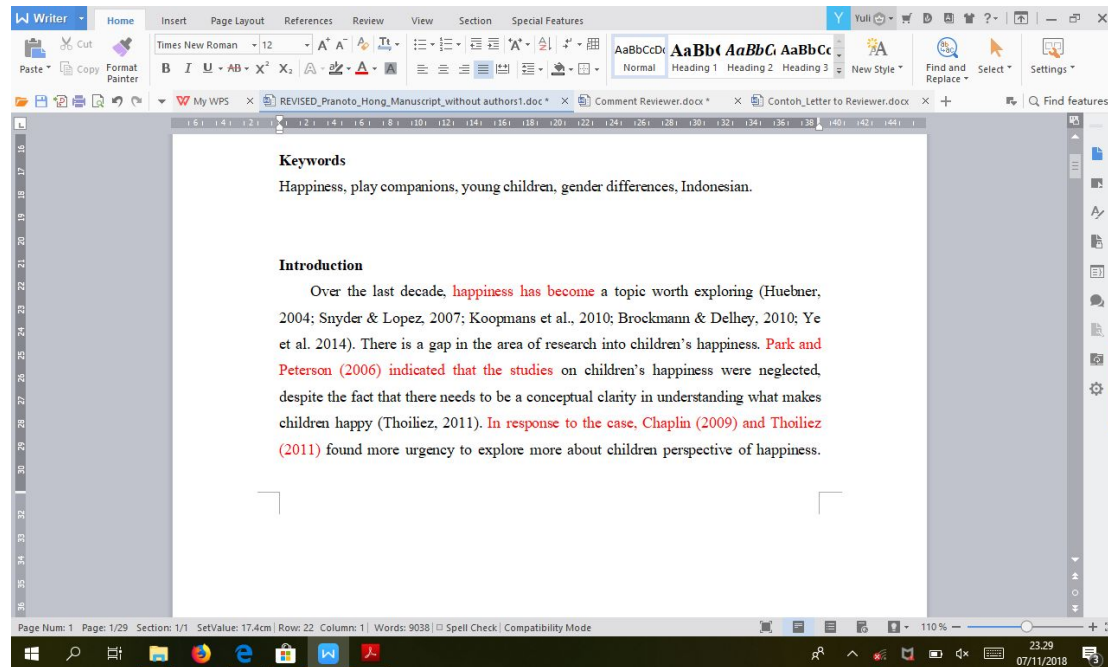


Fig 1. Some examples of the revised sentences

- 2) I question the use of the word ‘custom’ to describe play (Page 2, Line 20). Play is universal and research has found that it exists in all countries, cultures, races, etc., which suggests that it is not enacted due to custom but is more about the natural impulse of the child to explore their world. Customs might inform the types of play children engage in but not the act of play itself. It is the varied ways in which children explore the world and learn that inform and shape what we consider to be play. You have acknowledged aspects of this in your literature but I recommend considering the phrasing used to describe it and adding to the definition of play as it shapes a large part of your research. Your literature focuses on the interactions behind play but you need to add a bit more about what play actually is. Also see Comment 5.

Answer:

Thank you very much for your suggestion. We have changed the use of word “custom” according to your suggestion, to “practice”. One of replacement is here with red color which show a screen capture of the abstract.

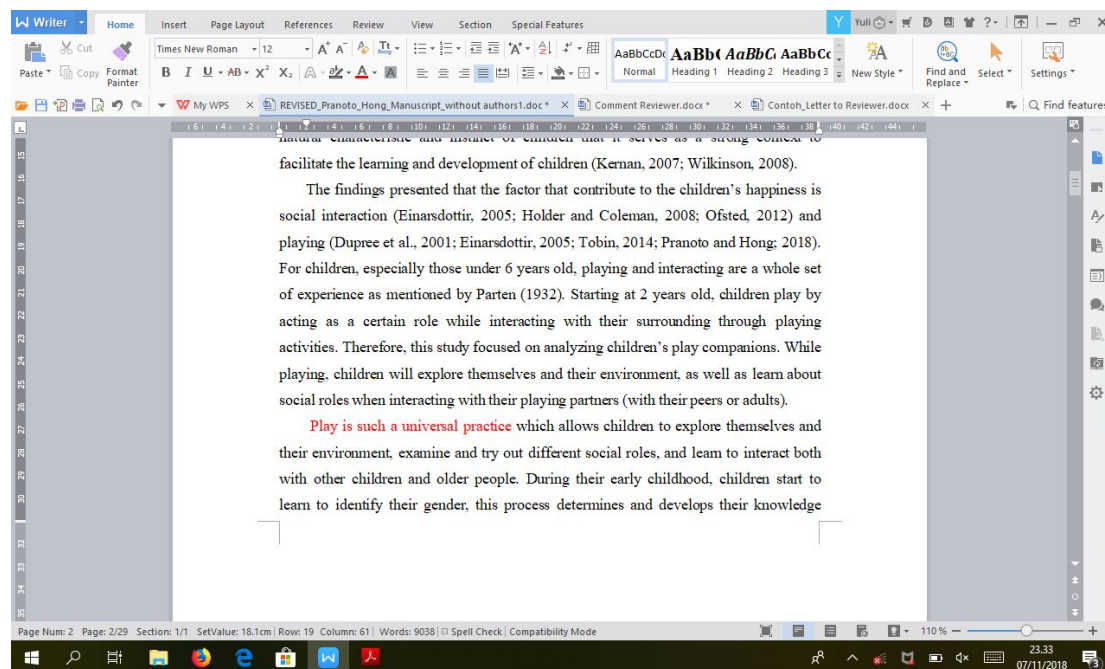


Fig 2. Replacement of the revised word

- 3) You touch on gender having an impact on the ways that children play and who they play with. This is only very short and not supported by literature. I recommend adding a bit more about this and supporting this with literature as your discussion and findings do discuss gender.

Answer:

Thank you very much for your kind suggestion. We have added literature about gender preference on children play companions. The revision is added in Page 3 and 4. Figure 3 and 4 shows a screen capture from the additional literature background (with the red color).

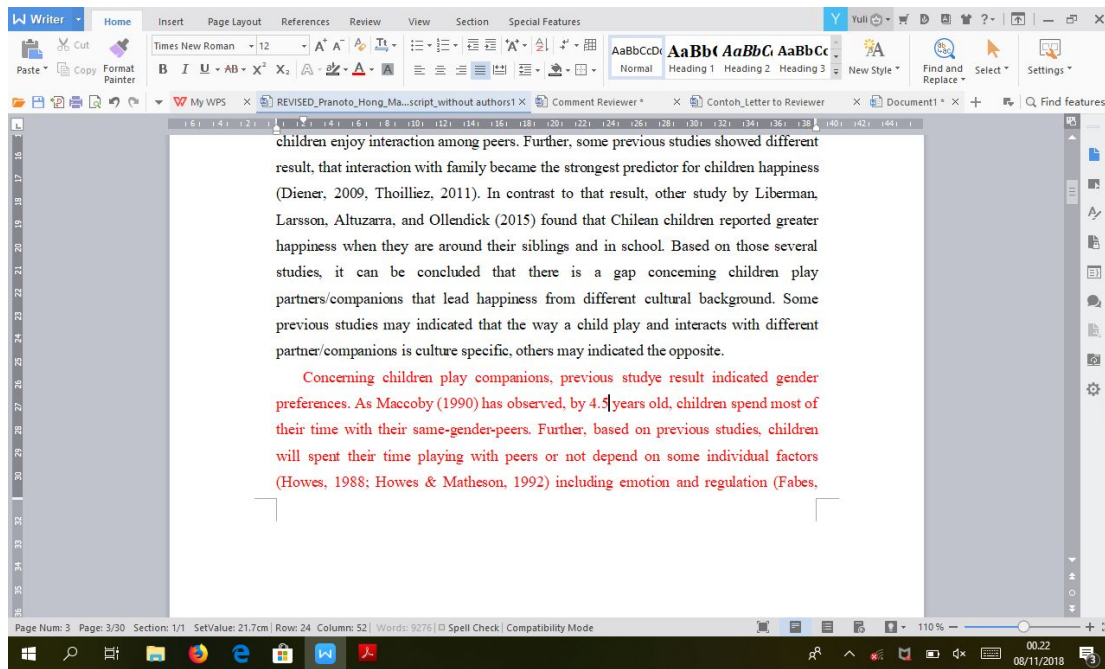


Fig 3. The additional literature background

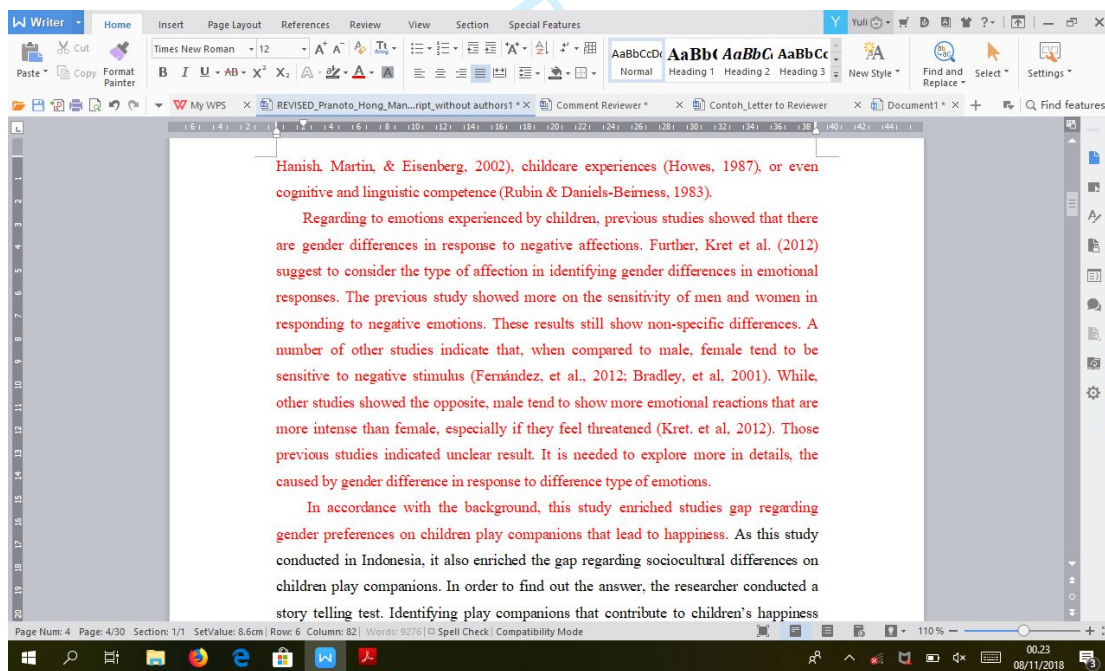


Fig 4. The additional literature background

- 4) At times you mention something in the literature but don't support it with references. For example, the information about gendered play (Page 2, Line 34-40) and your comments about Chilean children (Page 3, Line 15-16). When

providing background literature it is very important to link to studies to show where you sourced this information. You have used an excellent variety of references throughout the study but ensure that you are consistent and that you reference everything.

Answer:

Thank you very much for your kind suggestion. We have tried to make clear and be consistent regarding to the background references. The revision is added in Page 3. Figure 5 shows a screen capture from the revised background (with the red color).

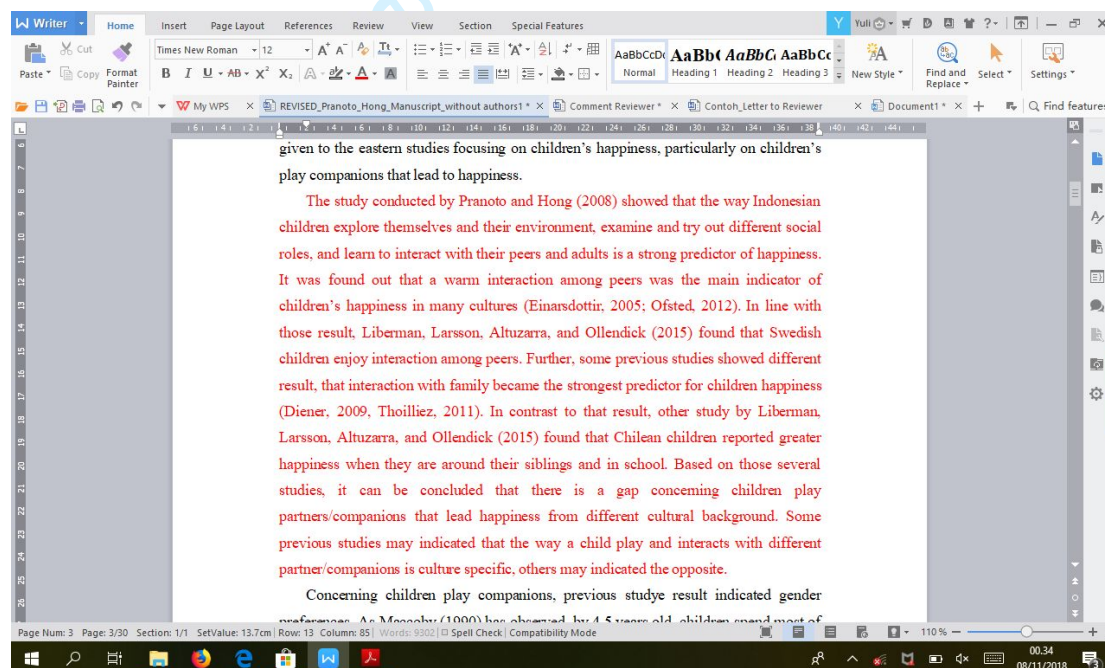


Fig 5. The revised background

- 5) Your discussion of imaginary play and social play need reconsidering (Page 4, Line 46). It is true that social play is valuable but research has also found that children need a balance of play with others and independent play. While parallel play or partner play begin around 2 years old, it evolves as the children grow and the types of partner play begin to develop and change as they grow (e.g., parallel

play, associative play, etc.) More theory around this might be required for your introduction to set up for your study design outline.

Answer:

Thank you very much for your kind suggestion. We really appreciate it. We do agree that children need balance of play with others and they themselves. This study found that some children (especially boys) prefer to play with they themselves (play alone) rather than play with others (family, teachers, and friends). Based on the interview result, this preference existed due to children bad experienced with their peers. We have tried to make clear and be consistent regarding to the references. The revision is added in Page 3, last paragraph. Figure 6 shows a screen capture from the revised paragraph (with the red color).

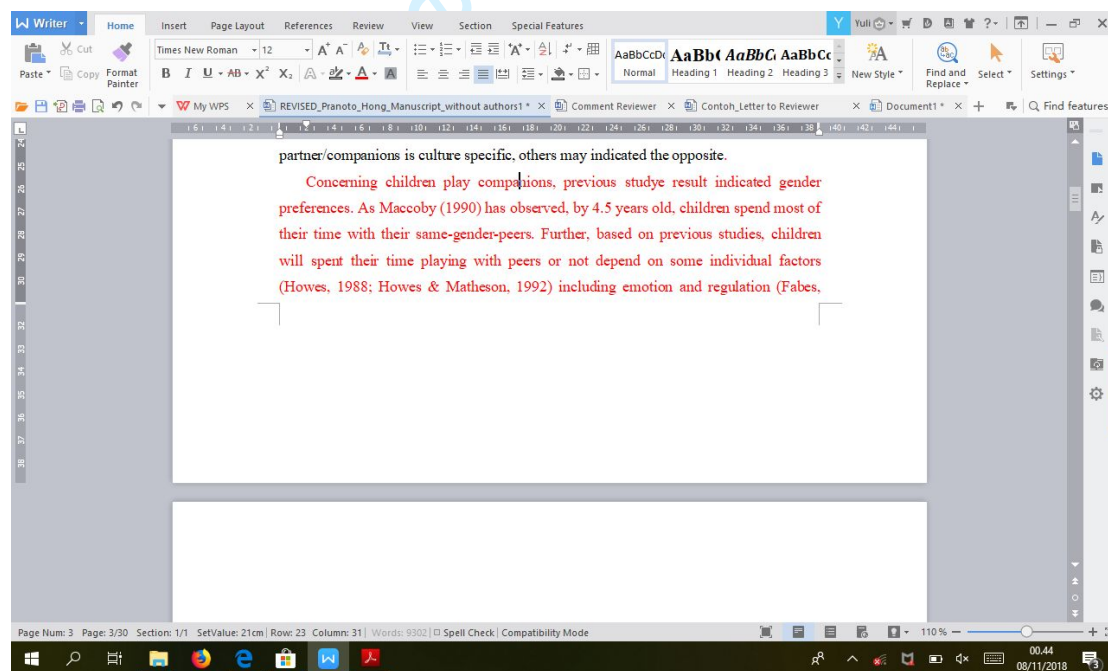


Fig 6. The revised background

6) Page 7, Line 12, did you mean to say “did really help” or “didn’t really help”?

Answer:

Thank you very much for your correction. It is true, we mean to say “did not really help” instead of “did really help”. The revision is placed in Page 8. Figure 6 shows a screen capture from the revised sentence (with the red color).

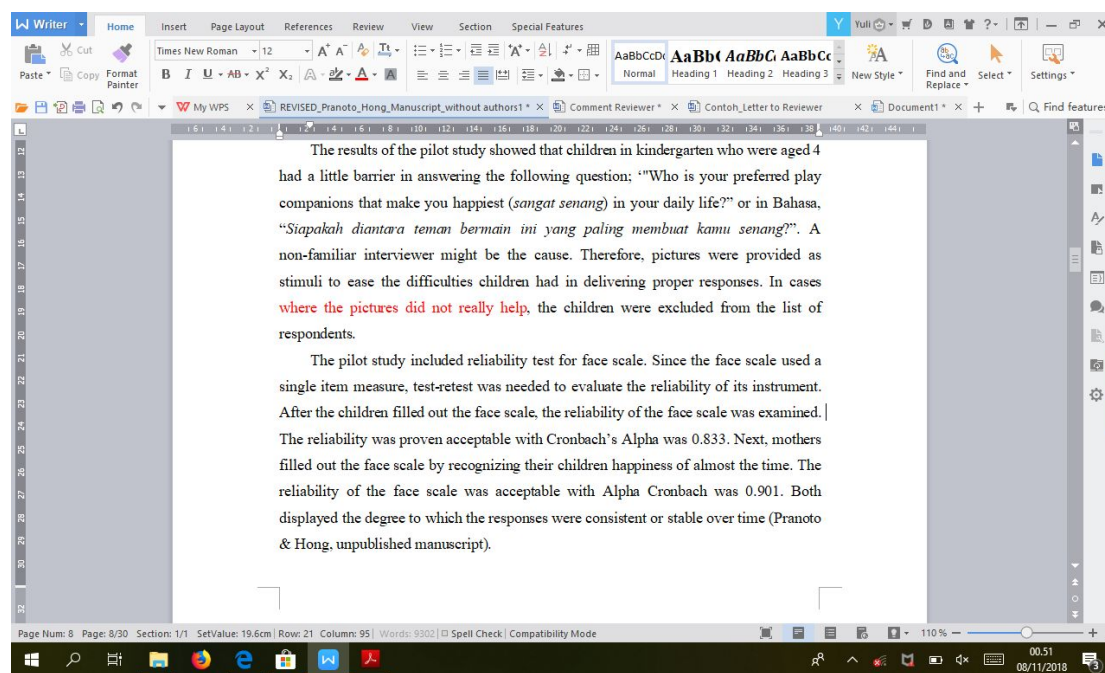


Fig 7. The revised sentence

7) Page 7, Line 41, you say that your research only managed to have one interview per child. Was the goal to conduct more? You didn’t say.

Answer:

Thank you very much for your comment. This study only managed to have one session of interview. To have reliable data, the interview should be managed more than one session. As we could not managed the other session of interview, we repeated questions and answer session at the same time. This helped to ensure that no answer or response was altered. The explanations are provided in Page 9. Figure 7 shows a screen capture from the explanation you recommended (with the red color).

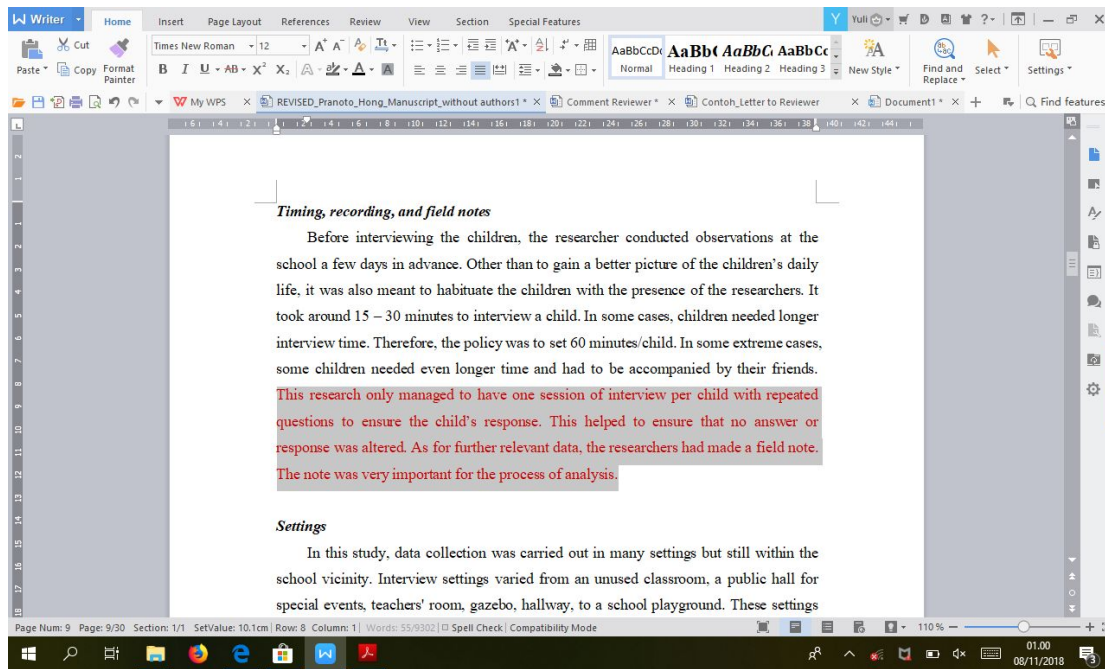


Fig 8. The explanation about the timing of interview session

- 8) Your explanation of the story telling test got a bit confusing to follow at points, particularly on Page 9, Line 15-21. The paragraph about the children examining boys and girls experiences of being happiest was a bit confusing. Did they answer about their own experiences? Did they get asked to reflect on both? This needs some clarification.

Answer:

Thank you very much for your correction. To clarify the unclear data collection regarding to the story telling test, we have added some description in Page 10 (last paragraph). Figure 8 shows a screen capture from the description you recommended (with the red color). A child was presented with four pictures that represented children preference of play companions they valued the most. The pictures were shown to children, the selection of pictures were given regarding to their gender. For boys, there were four pictures of male figures each. And the girls would see a series of picture (4 pictures) with the image of female. Each of them was required to answer the questions based on their experiences.

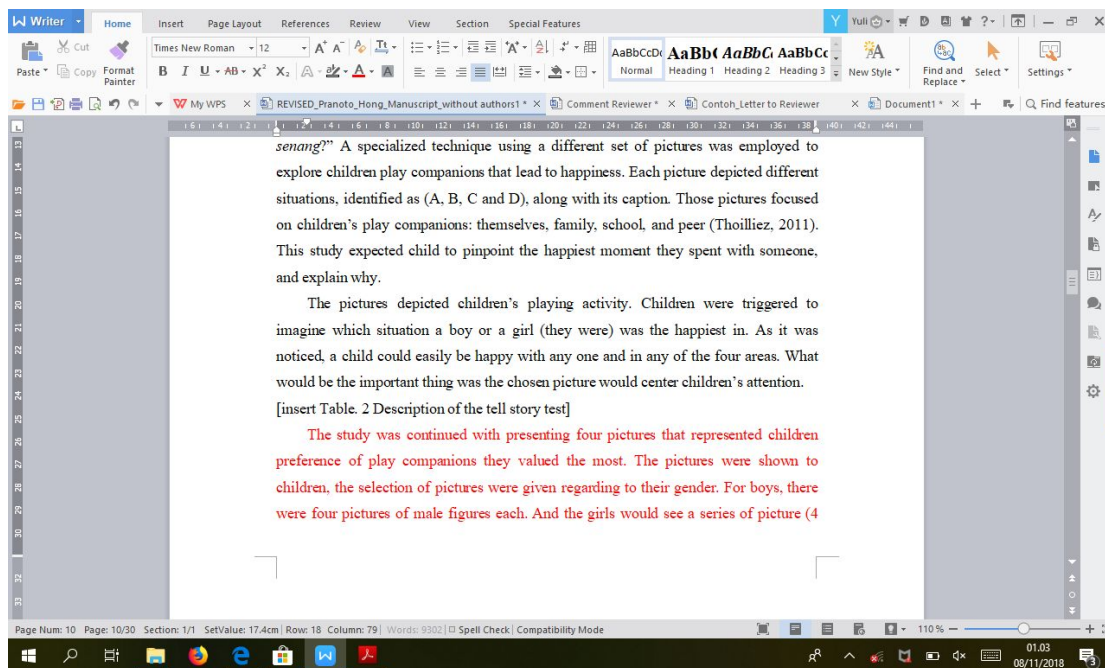


Fig 9. The explanation about the timing of interview session

- 9) Page 17, Line 17-18, this sentence seems to be used within the article multiple times (i.e. the boys turning inwards...)

Answer:

Thank you very much for your correction. We have made revision and changes of the repeated sentences. One of revision could be seen in Page 19. Figure 10 shows a screen capture from the revision we have made (with the red color).

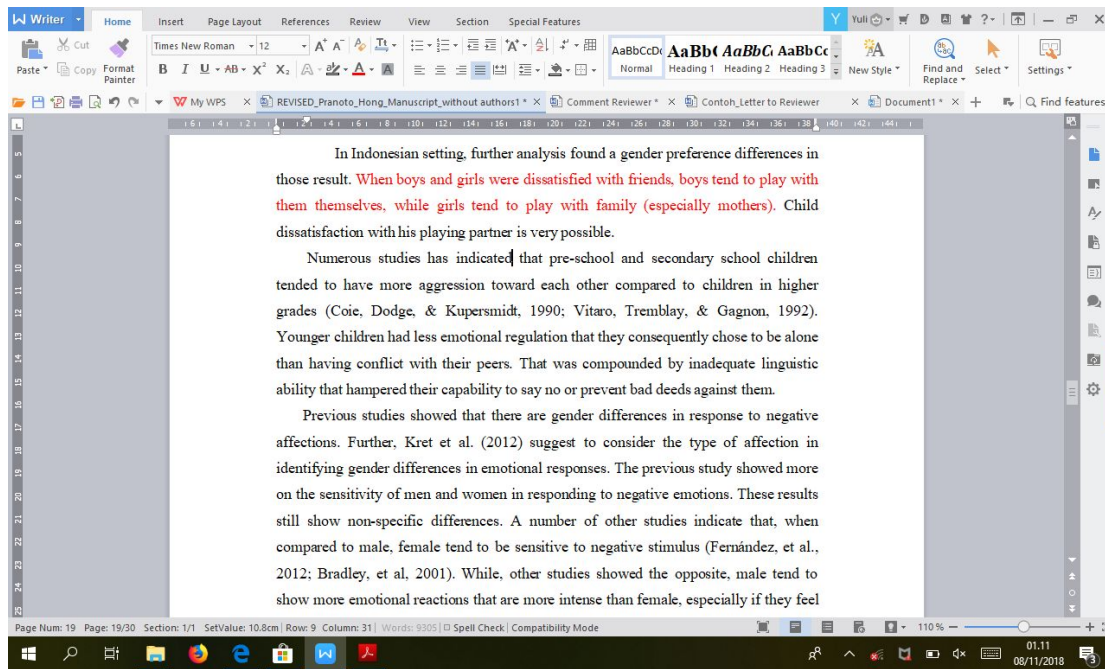


Fig 10. The revision sentences

- 10) Page 18, Line 12, avoid using the word ‘always’ as this is generalising. You have stated that girls will always be close to their families and this should not be a definitive statement

Answer:

Thank you very much for your correction. We have made revision and changes of the word “always”. One of revision could be seen in Page 20. Figure 11 shows a screen capture from the change we have made (with the red color).

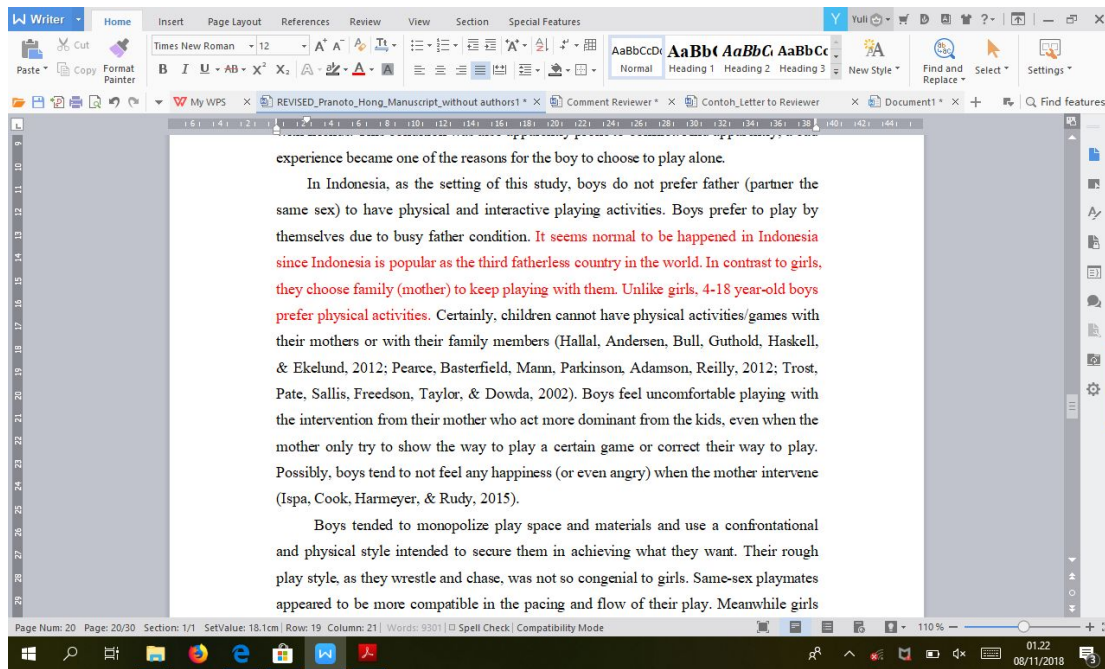


Fig 11. The revision sentences

- 11) The article has included a good span of research and literature around children's happiness and relationships. It could use more on gender dynamics (see comment 3) and play (see comments 2 and 5). You referred to studies about Indonesia and from around the world. At times the presence of grammatical and sentence structure errors made it difficult to follow this. You need to make some changes to sentence structure which would then make it read smoothly and highlight your extensive research. In addition, some clarification of the methodology and study design would develop greater flow.

Answer:

Thank you very much for your suggestion. We are thank to the reviewer. We have had copy edit for errors according to your suggestion.



Yuli Kurniawati Sugiyono Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

Early Child Development and Care - Decision on Manuscript ID GECD-2018-0363

Early Child Development and Care <onbehalf@manuscriptcentral.com>

Sat, Nov 10, 2018 at 1:21 AM

Reply-To: r.evans14@btinternet.com
To: yuli.kurniawati.sp@mail.unnes.ac.id

09-Nov-2018

Dear Dr Sugiyono Pranoto:

Your revised manuscript entitled "Gender Preferences on Play Companions that Lead to Happiness: A Case Study on Indonesian Children", which you submitted to The Early Child Development and Care, has been reviewed.

Whilst the paper is certainly improved it still requires a thorough edit for faulty grammar. I was quite disappointed in so far as I thought that we would be able to offer publication at this point.

What I was also not able to check was the extent of the modifications made to the original manuscript since your account of revisions was not attached.

May I suggest that you employ a fluent English speaker to read the manuscript and correct the grammar. Perhaps it would be more effective to use a English person - or someone whose first language is English to the manuscript.

When you revise your manuscript please highlight the changes you make in the manuscript by using the track changes mode in MS Word or by using bold or coloured text.

To submit the revision, log into <https://mc.manuscriptcentral.com/gecd> and enter your Author Centre, where you will find your manuscript title listed under "Manuscripts with Decisions." Under "Actions," click on "Create a Revision." Your manuscript number has been appended to denote a revision. Please enter your responses to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you made to the original manuscript. Please be as specific as possible in your response to the reviewer(s).

Alternatively, once you have revised your paper, it can be resubmitted to Early Child Development and Care by way of the following link:

*** PLEASE NOTE: This is a two-step process. After clicking on the link, you will be directed to a webpage to confirm.

https://mc.manuscriptcentral.com/gecd?URL_MASK=542a51db347944c0b06f8e8a44c4d7d0

IMPORTANT: Your original files are available to you when you upload your revised manuscript. Please delete any redundant files before completing the submission.

Because we are trying to facilitate timely publication of manuscripts submitted to Early Child Development and Care, your revised manuscript should be uploaded as soon as possible. If it is not possible for you to submit your revision in a reasonable amount of time, we may have to consider your paper as a new submission.

Once again, thank you for submitting your manuscript to Early Child Development and Care and I look forward to receiving your revision.

Sincerely,
Roy
Professor Roy Evans, PhD, FRSA
Editor,
Early Child Development and Care
r.evans14@btinternet.com



Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

Early Child Development and Care - Manuscript ID GECD-2018-0363.R1

Early Child Development and Care <onbehalfof@manuscriptcentral.com>

Fri, Nov 16, 2018 at 8:09 PM

Reply-To: r.evans14@btinternet.com

To: yuli.kurniawati.sp@mail.unnes.ac.id

16-Nov-2018

Dear Dr sugiyo pranoto:

Your manuscript entitled "Gender Preferences in Play Companions that Lead to Happiness: A Case Study on Indonesian Children" has been successfully submitted online and is presently being given full consideration for publication in Early Child Development and Care.

Your manuscript ID is GECD-2018-0363.R1.

Please mention the above manuscript ID in all future correspondence or when calling the office for questions. If there are any changes in your street address or e-mail address, please log in to Manuscript Central at <https://mc.manuscriptcentral.com/gecd> and edit your user information as appropriate.

You can also view the status of your manuscript at any time by checking your Author Centre after logging in to <https://mc.manuscriptcentral.com/gecd>.

Thank you for submitting your manuscript to Early Child Development and Care.

Sincerely,
Early Child Development and Care Editorial Office



Yuli Kurniawati Sugiyono Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

Early Child Development and Care - Decision on Manuscript ID GECD-2018-0363

Yuli Kurniawati Sugiyono Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

Fri, Nov 16, 2018 at 7:21 PM

To: r.evans14@btinternet.com

Dear Professor Roy Evans
Editor, Early Child Development and Care

We would like to thank very much the Editor. We really appreciate thoughtful feedback from the Editor. We have made some revision to edit for faulty grammar. We will submit our paper as soon as possible.

Best regards,
Dr. Yuli Kurniawati Sugiyono Pranoto
The Head of Early Childhood Education Program
Graduate School
Universitas Negeri Semarang
Indonesia

<https://orcid.org/0000-0003-2375-8351>

[Scopus ID: 2-s2.0-85045722994](#)

[Quoted text hidden]

Nov 16th, 2018

Dear **Reviewer of the Early Child Development and Care,**

We would like to submit a letter to response the reviewer comments. All authors have approved this manuscript, agreed with this response, and have no conflict of interests.

The following, we provided a letter with a detailed description of all the changes added on the basis of the reviewer' comments.

We look forward to hearing your evaluation at your earliest convenience.

On behalf of all authors,
Sincerely,

Yuli Kurniawati Sugiyo Pranoto

In response to the reviewer comments:

1) Comments to the Author

Article needs another copy edit for errors including tense, missing words and phrasing. Three examples of this include:

‘Happiness has become’ or is becoming, rather than ‘Happiness becomes’, Page 1, Line 39

‘Park and Peterson (2006) showed that the study on children’s happiness were neglected’ should read ‘Park and Peterson (2006) indicated that the studies on children’s happiness were neglected (or were infrequent or you could say there is a gap in the area of research into children’s happiness (Park & Peterson, 2006)’, Page 1, Line 42

‘In responds to the case’ should read ‘in response to the case’, Page 1, Line 46

Answer:

Thank you very much for your suggestion. We have had copy edit for errors according to your suggestion. Some of revised sentences are here with red color.

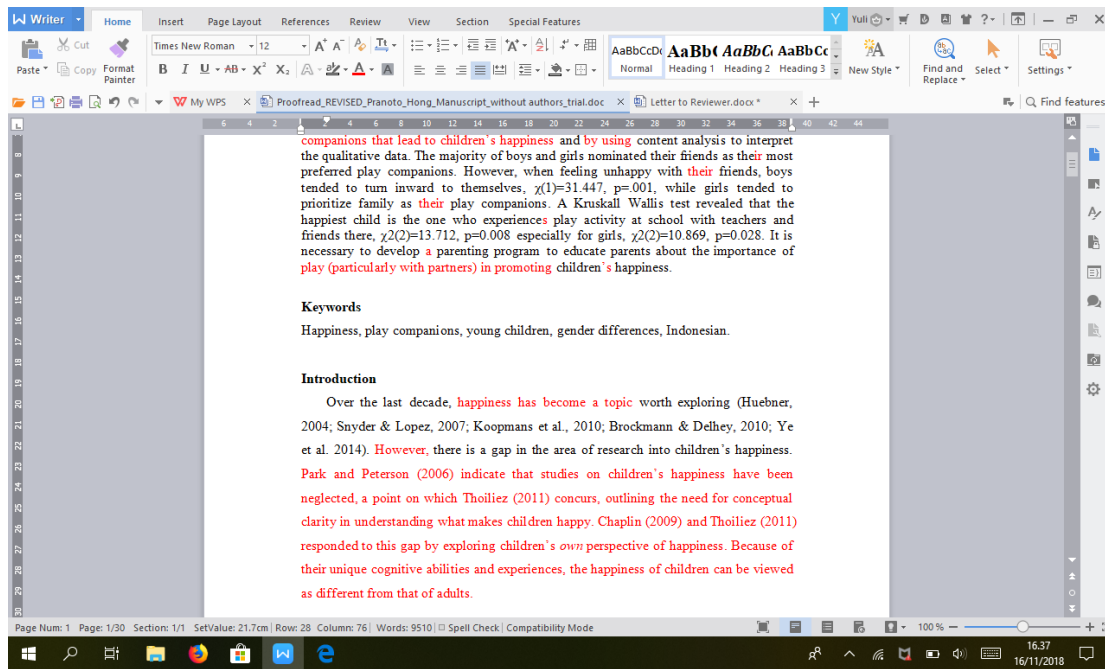


Fig 1. Some examples of the revised sentences

- 2) I question the use of the word 'custom' to describe play (Page 2, Line 20). Play is universal and research has found that it exists in all countries, cultures, races, etc., which suggests that it is not enacted due to custom but is more about the natural impulse of the child to explore their world. Customs might inform the types of play children engage in but not the act of play itself. It is the varied ways in which children explore the world and learn that inform and shape what we consider to be play. You have acknowledged aspects of this in your literature but I recommend considering the phrasing used to describe it and adding to the definition of play as it shapes a large part of your research. Your literature focuses on the interactions behind play but you need to add a bit more about what play actually is. Also see Comment 5.

Answer:

Thank you very much for your suggestion. We have changed the use of word "custom" according to your suggestion, to "practice". One of replacement is here with red color which show a screen capture of the abstract.

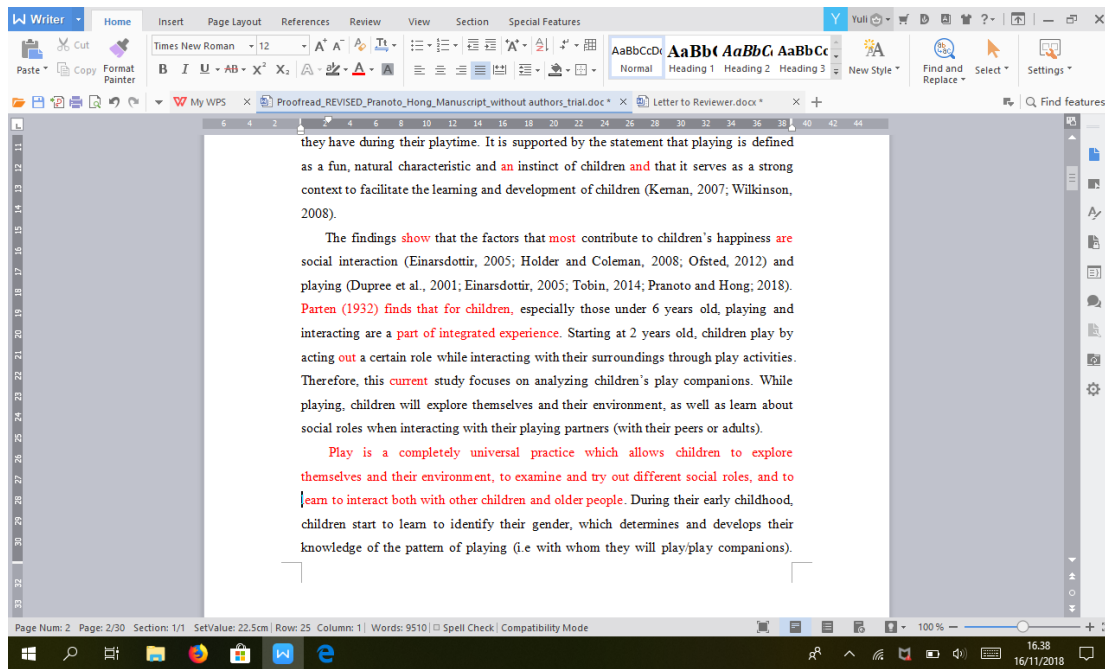


Fig 2. Replacement of the revised word

- 3) You touch on gender having an impact on the ways that children play and who they play with. This is only very short and not supported by literature. I recommend adding a bit more about this and supporting this with literature as your discussion and findings do discuss gender.

Answer:

Thank you very much for your kind suggestion. We have added literature about gender preference on children play companions. The revision is added in Page 3 and 4. Figure 3 and 4 shows a screen capture from the additional literature background (with the red color).

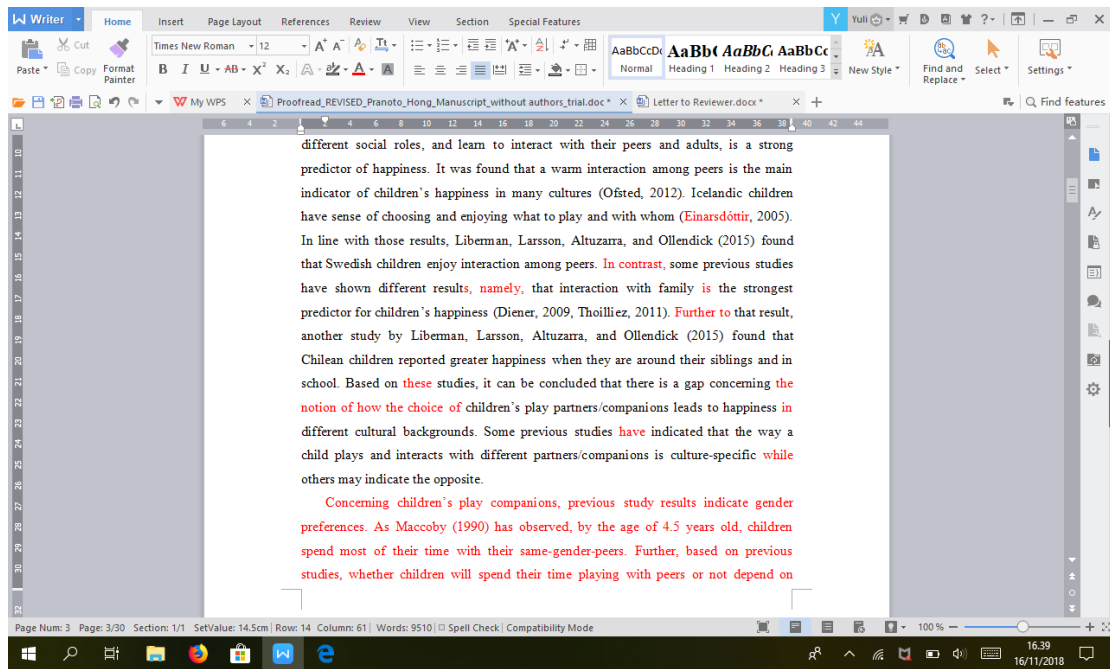


Fig 3. The additional literature background

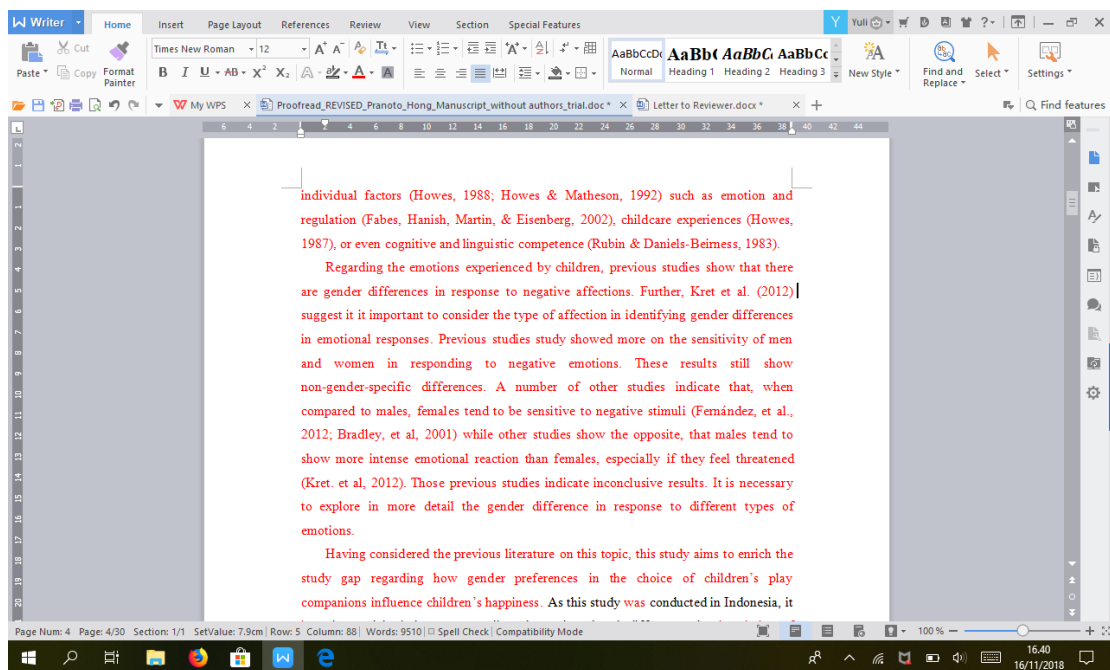


Fig 4. The additional literature background

- 4) At times you mention something in the literature but don't support it with references. For example, the information about gendered play (Page 2, Line 34-40) and your comments about Chilean children (Page 3, Line 15-16). When providing background literature it is very important to link to studies to show

where you sourced this information. You have used an excellent variety of references throughout the study but ensure that you are consistent and that you reference everything.

Answer:

Thank you very much for your kind suggestion. We have tried to make clear and be consistent regarding to the background references. The revision is added in Page 3. Figure 5 shows a screen capture from the revised background (with the red color).

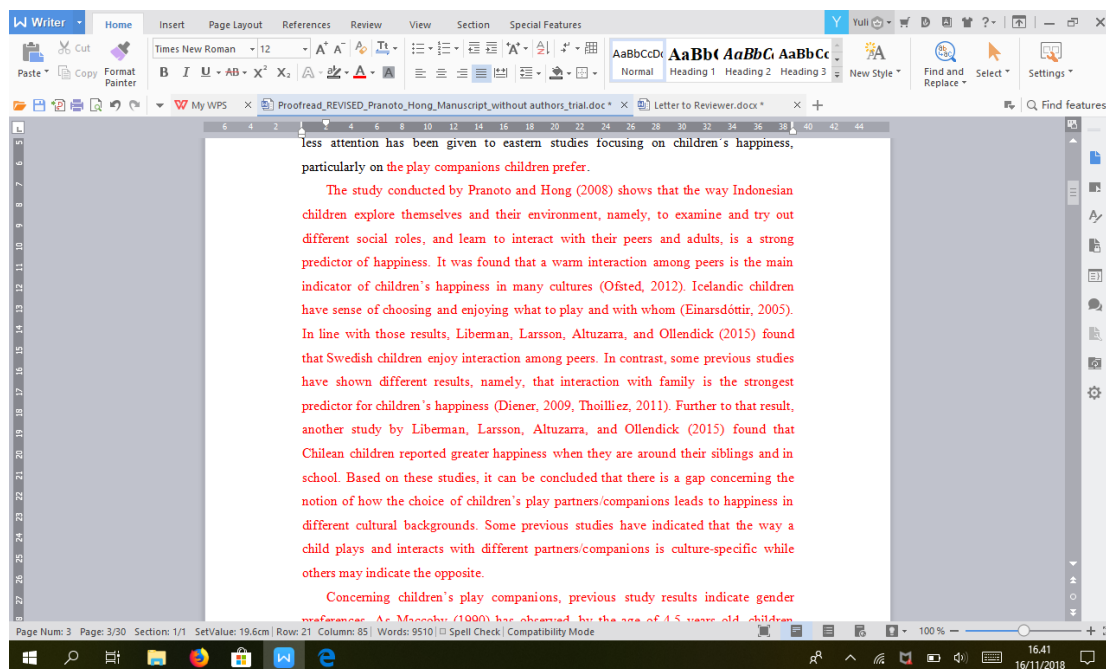


Fig 5. The revised background

- 5) Your discussion of imaginary play and social play need reconsidering (Page 4, Line 46). It is true that social play is valuable but research has also found that children need a balance of play with others and independent play. While parallel play or partner play begin around 2 years old, it evolves as the children grow and the types of partner play begin to develop and change as they grow (e.g., parallel play, associative play, etc.) More theory around this might be required for your introduction to set up for your study design outline.

Answer:

Thank you very much for your kind suggestion. We really appreciate it. We do agree that children need balance of play with others and they themselves. This study found that some children (especially boys) prefer to play with they themselves (play alone) rather than play with others (family, teachers, and friends). Based on the interview result, this preference existed due to children bad experienced with their peers. We have tried to make clear and be consistent regarding to the references. The revision is added in Page 3, last paragraph. Figure 6 shows a screen capture from the revised paragraph (with the red color).

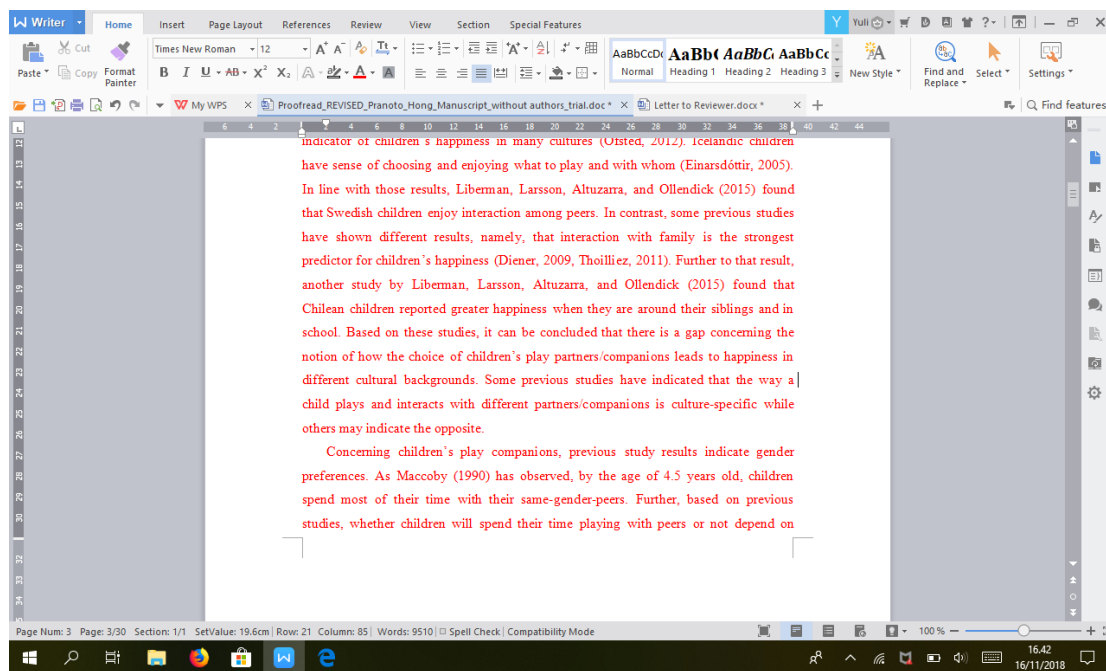


Fig 6. The revised background

6) Page 7, Line 12, did you mean to say “did really help” or “didn’t really help”?

Answer:

Thank you very much for your correction. It is true, we mean to say “did not really help” instead of “did really help”. The revision is placed in Page 8. Figure 6 shows a screen capture from the revised sentence (with the red color).

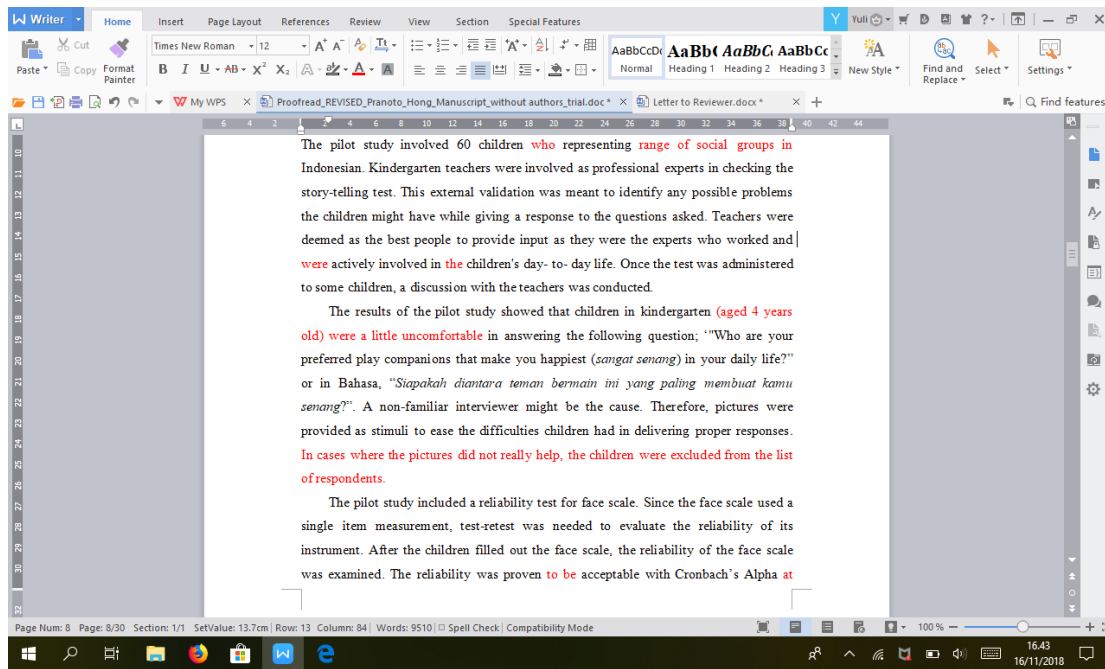


Fig 7. The revised sentence

- 7) Page 7, Line 41, you say that your research only managed to have one interview per child. Was the goal to conduct more? You didn't say.

Answer:

Thank you very much for your comment. This study only managed to have one session of interview. To have reliable data, the interview should be managed more than one session. As we could not manage the other session of interview, we repeated questions and answer session at the same time. This helped to ensure that no answer or response was altered. The explanations are provided in Page 9. Figure 7 shows a screen capture from the explanation you recommended (with the red color).

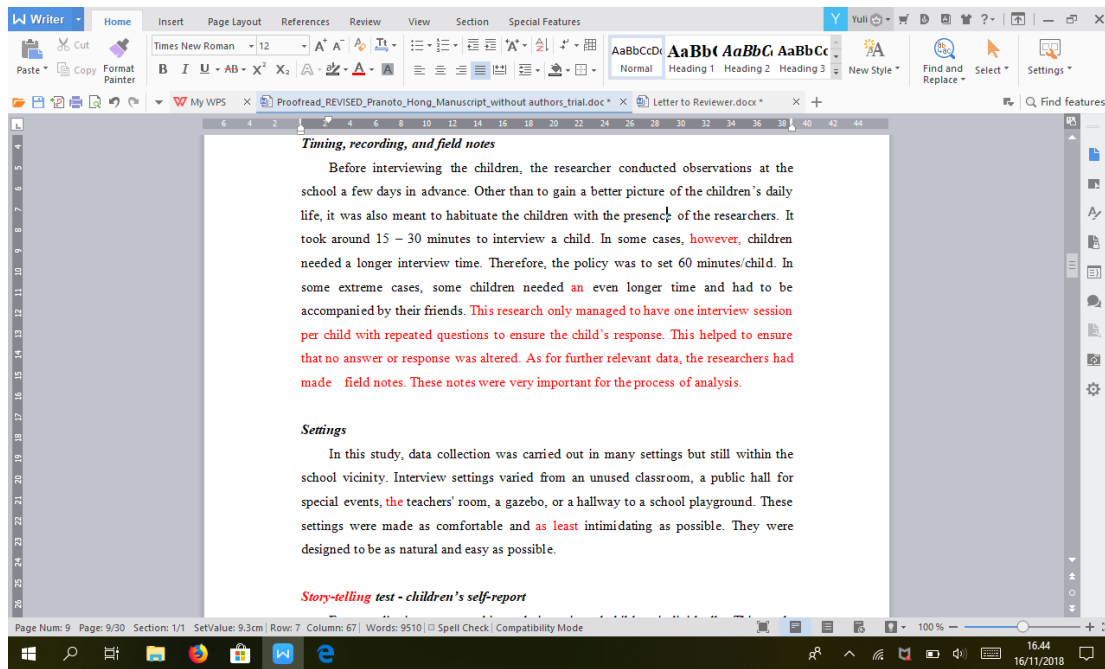


Fig 8. The explanation about the timing of interview session

- 8) Your explanation of the story telling test got a bit confusing to follow at points, particularly on Page 9, Line 15-21. The paragraph about the children examining boys and girls experiences of being happiest was a bit confusing. Did they answer about their own experiences? Did they get asked to reflect on both? This needs some clarification.

Answer:

Thank you very much for your correction. To clarify the unclear data collection regarding to the story telling test, we have added some description in Page 10 (last paragraph). Figure 8 shows a screen capture from the description you recommended (with the red color). A child was presented with four pictures that represented children preference of play companions they valued the most. The pictures were shown to children, the selection of pictures were given regarding to their gender. For boys, there were four pictures of male figures each. And the girls would see a series of picture (4 pictures) with the image of female. Each of them was required to answer the questions based on their experiences.

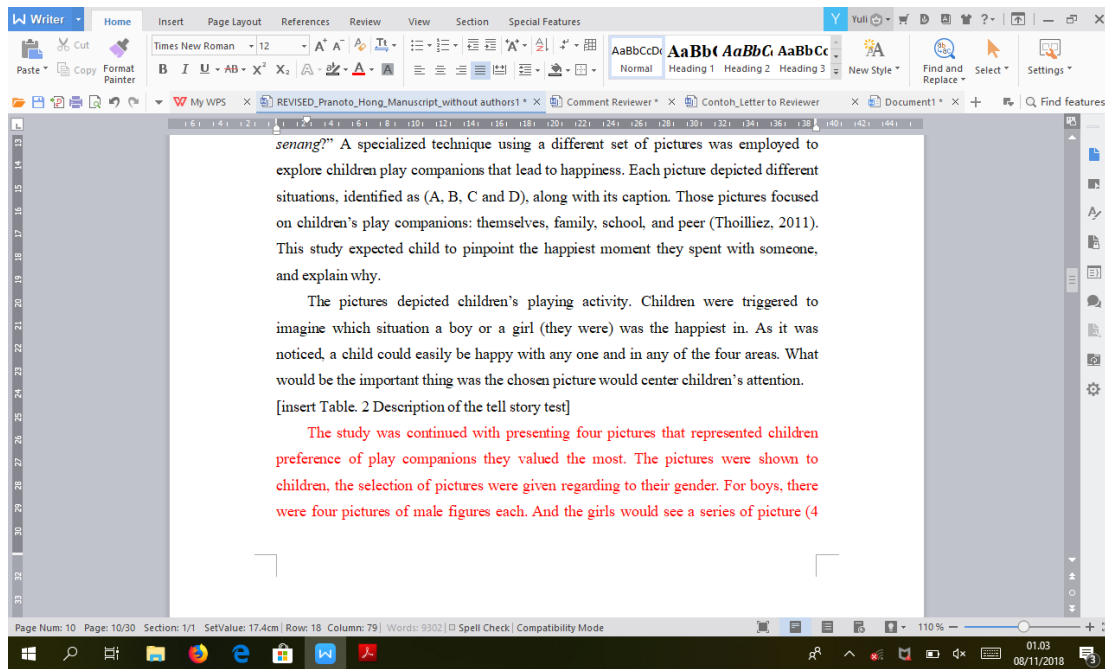


Fig 9. The explanation about the timing of interview session

- 9) Page 17, Line 17-18, this sentence seems to be used within the article multiple times (i.e. the boys turning inwards...)

Answer:

Thank you very much for your correction. We have made revision and changes of the repeated sentences. One of revision could be seen in Page 19. Figure 10 shows a screen capture from the revision we have made (with the red color).

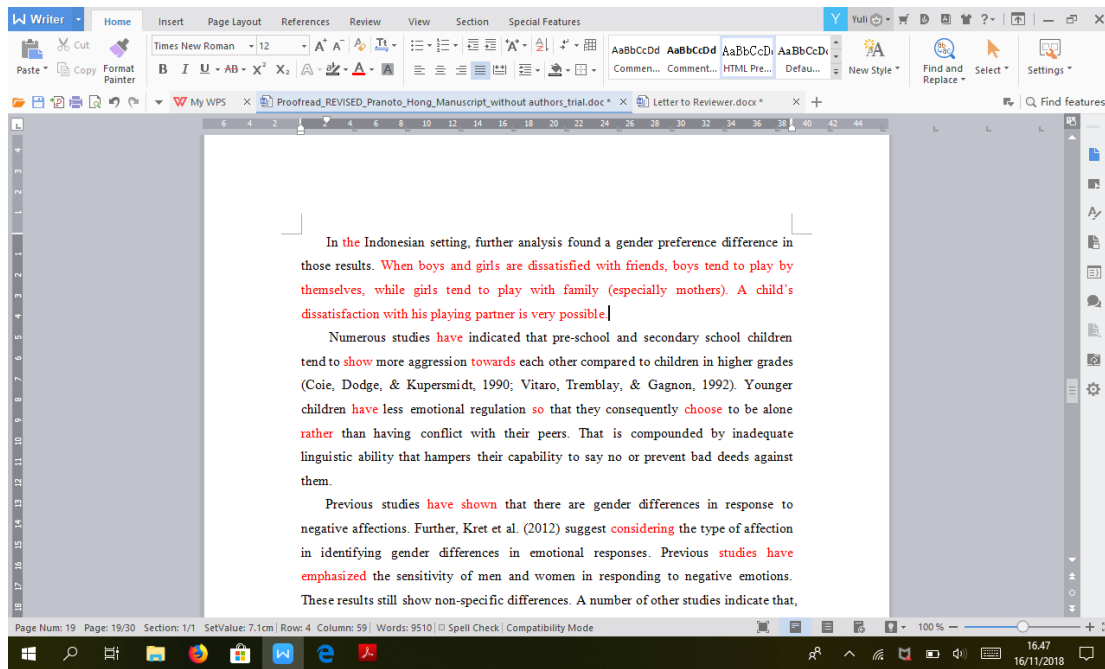


Fig 10. The revision sentences

10) Page 18, Line 12, avoid using the word ‘always’ as this is generalising. You have stated that girls will always be close to their families and this should not be a definitive statement

Answer:

Thank you very much for your correction. We have made revision and changes of the word “always”. One of revision could be seen in Page 20. Figure 11 shows a screen capture from the change we have made (with the red color).

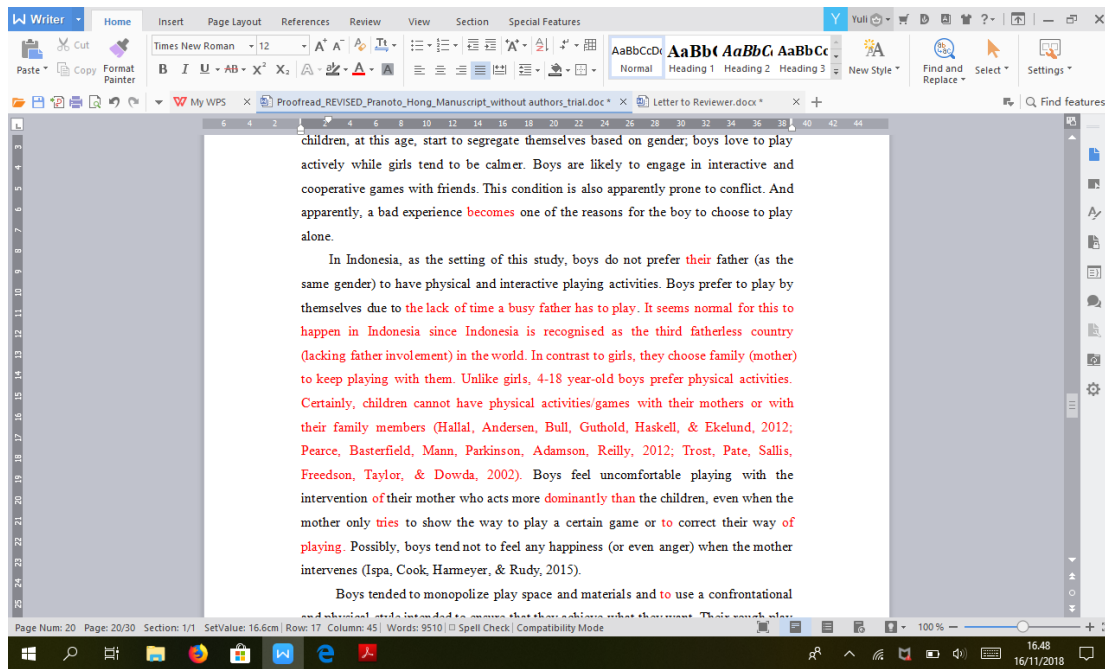


Fig 11. The revision sentences

11) The article has included a good span of research and literature around children's happiness and relationships. It could use more on gender dynamics (see comment 3) and play (see comments 2 and 5). You referred to studies about Indonesia and from around the world. At times the presence of grammatical and sentence structure errors made it difficult to follow this. You need to make some changes to sentence structure which would then make it read smoothly and highlight your extensive research. In addition, some clarification of the methodology and study design would develop greater flow.

Answer:

Thank you very much for your suggestion. We are thank to the reviewer. We have had copy edit for errors according to your suggestion.



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Submission Confirmation

[Print](#)

Thank you for your revision

Submitted to

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Manuscript ID

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Title

Gender Preferences in Play Companions that Lead to Happiness: A Case Study on Indonesian Children

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Hong, Jianzhong

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16-Nov-2018

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Gender Preferences in Play Companions that Lead to Happiness: A Case Study on Indonesian Children

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Manuscript Type:	Original Article
Keywords:	happiness, play companions, young children, gender differences, Indonesian

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Gender Preferences in Play Companions that Lead to Happiness: A Case Study on Indonesian Children

Abstract

The study aims at exploring Indonesian children's preferences in the choice of play companions that lead to their happiness. In total, 381 boys and 396 girls (aged 4-6 years old) participated in the study. We conducted a story-telling test to determine which play companions that lead to children's happiness and by using content analysis to interpret the qualitative data. The majority of boys and girls nominated their friends as their most preferred play companions. However, when feeling unhappy with their friends, boys tended to turn inward to themselves, $\chi(1)=31.447$, $p=.001$, while girls tended to prioritize family as their play companions. A Kruskal-Wallis test revealed that the happiest child is the one who experiences play activity at school with teachers and friends there, $\chi^2(2)=13.712$, $p=0.008$ especially for girls, $\chi^2(2)=10.869$, $p=0.028$. It is necessary to develop a parenting program to educate parents about the importance of play (particularly with partners) in promoting children's happiness.

Keywords

Happiness, play companions, young children, gender differences, Indonesian.

Introduction

Over the last decade, happiness has become a topic worth exploring (Huebner, 2004; Snyder & Lopez, 2007; Koopmans et al., 2010; Brockmann & Delhey, 2010; Ye et al. 2014). However, there is a gap in the area of research into children's happiness. Park and Peterson (2006) indicate that studies on children's happiness have been neglected, a point on which Thoilliez (2011) concurs, outlining the need for conceptual clarity in understanding what makes children happy. Chaplin (2009) and Thoilliez (2011) responded to this gap by exploring children's own perspective of happiness. Because of their unique cognitive abilities and experiences, the happiness of children can be viewed as different from that of adults.

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9 A study by Pranoto and Hong (unpublished manuscript, 2018) clearly shows that in
10 terms of happiness, playing is most mentioned as the source of happiness among
11 Indonesian children. It is stated that playing contributes to the happiness at all age levels
12 in the group (Tobin, 2014; Dupree et al., 2001; Einarsdottir, 2005). Thus, it is clearly
13 emphasized that playing contributes to the children's happiness. Other studies proves
14 that social interaction contributes to children's happiness (Einarsdottir, 2005; Holder
15 and Coleman, 2008; Ofsted, 2012).

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21 Previous literature regarding children's happiness has revealed that one of the
22 factors that contribute to children's happiness is the experience of social interaction that
23 they have during their playtime. It is supported by the statement that playing is defined
24 as a fun, natural characteristic and an instinct of children and that it serves as a strong
25 context to facilitate the learning and development of children (Kernan, 2007; Wilkinson,
26 2008).

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31 The findings show that the factors that most contribute to children's happiness are
32 social interaction (Einarsdottir, 2005; Holder and Coleman, 2008; Ofsted, 2012) and
33 playing (Dupree et al., 2001; Einarsdottir, 2005; Tobin, 2014; Pranoto and Hong, 2018).
34 Parten (1932) finds that for children, especially those under 6 years old, playing and
35 interacting are a part of integrated experience. Starting at 2 years old, children play by
36 acting out a certain role while interacting with their surroundings through play
37 activities. Therefore, this current study focuses on analyzing children's play
38 companions. While playing, children will explore themselves and their environment, as
39 well as learn about social roles when interacting with their playing partners (with their
40 peers or adults).

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49 Play is a completely universal practice which allows children to explore
50 themselves and their environment, to examine and try out different social roles, and to
51 learn to interact both with other children and older people. During their early childhood,
52 children start to learn to identify their gender, which determines and develops their
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9 knowledge of the pattern of playing (i.e with whom they will play/play companions).
10 The need to explore which play companions **make children happy** was also strengthened
11 by the fact that they tend to provide responses within their *own* realms (self, school
12 acquaintances, family, and peers/friends) **within** their surroundings when they are asked
13 about their personal experience in everyday lives (Jover & Thoilliez, 2010). However,
14 less attention has been given to eastern studies focusing on children's happiness,
15 particularly on **the play companions children prefer**.
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21 The study conducted by Pranoto and Hong (2008) shows that the way Indonesian
22 children explore themselves and their environment, namely, to examine and try out
23 different social roles, and learn to interact with their peers and adults, is a strong
24 predictor of happiness. It was found that a warm interaction among peers is the main
25 indicator of children's happiness in many cultures (Ofsted, 2012). Icelandic children
26 have sense of choosing and enjoying what to play and with whom (Einarsdóttir, 2005).
27 In line with those results, Liberman, Larsson, Altuzarra, and Ollendick (2015) found
28 that Swedish children enjoy interaction among peers. In contrast, some previous studies
29 have shown different results, namely, that interaction with family is the strongest
30 predictor for children's happiness (Diener, 2009, Thoilliez, 2011). Further to that result,
31 another study by Liberman, Larsson, Altuzarra, and Ollendick (2015) found that
32 Chilean children reported greater happiness when they are around their siblings and in
33 school. Based on these studies, it can be concluded that there is a gap concerning the
34 notion of how the choice of children's play partners/companions leads to happiness in
35 different cultural backgrounds. Some previous studies have indicated that the way a
36 child plays and interacts with different partners/companions is culture-specific while
37 others may indicate the opposite.
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50 Concerning children's play companions, previous study results indicate gender
51 preferences. As Maccoby (1990) has observed, by the age of 4.5 years old, children
52 spend most of their time with their same-gender-peers. Further, based on previous
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9 studies, whether children will spend their time playing with peers or not depend on
10 individual factors (Howes, 1988; Howes & Matheson, 1992) such as emotion and
11 regulation (Fabes, Hanish, Martin, & Eisenberg, 2002), childcare experiences (Howes,
12 1987), or even cognitive and linguistic competence (Rubin & Daniels-Beirness, 1983).
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16 Regarding the emotions experienced by children, previous studies show that there
17 are gender differences in response to negative affections. Further, Kret et al. (2012)
18 suggest it is important to consider the type of affection in identifying gender differences
19 in emotional responses. Previous studies study showed more on the sensitivity of men
20 and women in responding to negative emotions. These results still show
21 non-gender-specific differences. A number of other studies indicate that, when
22 compared to males, females tend to be sensitive to negative stimuli (Fernández, et al.,
23 2012; Bradley, et al, 2001) while other studies show the opposite, that males tend to
24 show more intense emotional reaction than females, especially if they feel threatened
25 (Kret. et al, 2012). Those previous studies indicate inconclusive results. It is necessary
26 to explore in more detail the gender difference in response to different types of
27 emotions.
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32 Having considered the previous literature on this topic, this study aims to enrich the
33 study gap regarding how gender preferences in the choice of children's play
34 companions influence children's happiness. As this study was conducted in Indonesia, it
35 has also enriched the gap regarding the socio-cultural differences in the choice of
36 children's play companions. In order to find out the answer, the researcher conducted a
37 story-telling test to explore the responses from children about which play companion
38 lead to happiness. Identifying play companions that contribute to children's happiness
39 can help parents, teachers and researchers to build strategies to promote their
40 happiness. Once these are identified, we can start to understand children's happiness,
41 and the factors that lead to it.
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Aim and research questions

The purpose of this study is to describe the perceptions of Indonesian children on the companions that make them happy. The research questions addressed **are** as follows:

- Who **are** children's most preferred play companions?
- How do children describe the play companions that **make them happy**?

Theoretical framework

Psychologists **have** defined happiness as psychological well-being or subjective well-being (Argyle, 1987; Eysenck, 1990). Without **ignoring** the methods of data collection and quantitative analyses, Ryff and Singer (2008) state that the results of studies on happiness using the eudemonistic approach tend to be more humanistic and focus on **an** individual's values and lifestyle by directing narrative approaches (Bauer et al. 2008). **In addition, they** also result in conclusions and recommendations that are normative in nature (Sheldon & Kasser, 1998). Similar to the eudemonistic approach, this research aims at **enabling** the voices of Indonesian children to be heard and considered. In order to answer the questions on what play companions make them happy and sad in daily life as well as how to use those facts for their educational welfare, this research proposes a research design based on the theoretical concept of happiness from the eudemonistic point of view, and **also uses** some other international frameworks focusing on children.

This perspective serves as the foundation **for** quantitative and qualitative approaches to be applied to gain a concrete narrative on children's happiness from children's perspectives. This perspective also encouraged the researcher to involve teachers as the evaluators of the instruments used.

Based on the previous theoretical framework, **the subjective well-being that is known as children's happiness** needs to be understood as the average satisfaction at a

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9 certain period with certain frequencies of positive and negative effects. It is reported
10 that Indonesian children (aged 4-6 years old) **find** that their play companions (self,
11 school acquaintances, family members, and peers/friends at neighbourhood) make them
12 happy in their everyday lives.
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16 17 *Play Companions and Happiness* 18

19 Previous studies show that the factors which contribute to children's happiness are
20 social interaction (Einarsdottir, 2005; (Holder and Coleman, 2008; Ofsted, 2012) and
21 playing (Dupree et al., 2001; Einarsdottir, 2005; Tobin, 2014; Pranoto and Hong; 2018).
22 While playing, children explore themselves and their environment, and also learn social
23 roles by interacting with others as their play companions/partners (peers or adults). In
24 fact, playing and social interaction **are part of the same experience** (Parten, 1932). .
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30 Previous studies indicate that fathers become pre-school playing partners (Power &
31 Parke, 1982; Roopnarine & Mounts, 1985). **A father, it** seems, contributes and
32 participates **more than mother** especially when doing physical play activities.
33 International comparative studies show a difference **in results**. **A study** by Parmar,
34 Harkness, and Super (2008) showed that Euro-American fathers tend to contribute and
35 participate especially when doing physical play activities, while immigrant parents from
36 Asia tend to spend more time in academic activities with their children such as teaching
37 them **the** alphabet and numbers, playing **mathematical** games, and working with the
38 computer. In this case, parents do not act as playmates but rather as teachers. Even so,
39 records of daily activities indicate **that** both group of parents spend the same amount of
40 time with their **children** though Euro-American parents tend to do 'pretend play' and
41 Asian parents prefer to have more constructed games. The socio-cultural differences are
42 more **evident in the certain aspect such as** the participation pattern of the relatives,
43 friends, and way of parenting.
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9 The study above revealed the variety of involvement in playing activities between
10 parents in Euro-America and Asia. Yet, both of the previous studies above never tried to
11 convey play companions directly based on the perspectives of the children. Further,
12 both studies did not come to any conclusion on how the child's perspective on the
13 quality of the interaction was built. It is important to ascertain whether they feel happier
14 when interacting with their friends or with their parents. It is essential to study which
15 playing partner contributes greater happiness based on the children' perspective.
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23 **Methods**

24 This study was designed from the perspective of children on play companions that
25 make them happy, responding to a previous study by Pranoto and Hong (2018) that the
26 best practice in measuring children's happiness is by involving children as active
27 respondents due to different responses between children's and parent's reports of
28 happiness experienced by children.
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36 **Participants**

37 The study involved 777 children from several kindergartens. Children, who had
38 informed consent from their parents, were involved. The participants were aged 4 – 6
39 years old (M=5.14, SD=.694 years of age). Table 1 presents data regarding the
40 respondents.
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44 [insert Table. 1 Children Distribution]

45 The age of 4 was chosen to complement the studies conducted by Hill et al. (1999),
46 and Thoillez (2011) that involved young children aged 5-12 years old. This study
47 involved younger children, from 4-6 years old, as these are the ages when children are
48 said to have the verbal and memory ability not only to retell past events but also to
49 make predictions for the future. Previous literature studies have shown that starting
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9 from the age of 3, children are capable of describing their concrete experiences when
10 they feel happy (Harter, 1982). Children are, in general, good at retelling personal
11 events they went through. From the age of 3, children can describe in detail both
12 negative and positive events they have experienced (Fivush, Hazzard, Sales, Sarfati, &
13 Brown, 2003; Pezdek & Taylor, 2001).
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19 **Data collection**

20 ***Pre- testing***

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22 The research implemented a pilot study that required external validation of the
23 questionnaire of the story-telling test before it was distributed to the intended children.
24 The pilot study involved 60 children who representing range of social groups in
25 Indonesian. Kindergarten teachers were involved as professional experts in checking the
26 story-telling test. This external validation was meant to identify any possible problems
27 the children might have while giving a response to the questions asked. Teachers were
28 deemed as the best people to provide input as they were the experts who worked and
29 were actively involved in the children's day- to- day life. Once the test was administered
30 to some children, a discussion with the teachers was conducted.
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38 The results of the pilot study showed that children in kindergarten (aged 4 years
39 old) were a little uncomfortable in answering the following question; "Who are your
40 preferred play companions that make you happiest (*sangat senang*) in your daily life?"
41 or in Bahasa, "*Siapakah diantara teman bermain ini yang paling membuat kamu*
42 *senang?*". A non-familiar interviewer might be the cause. Therefore, pictures were
43 provided as stimuli to ease the difficulties children had in delivering proper responses.
44 In cases where the pictures did not really help, the children were excluded from the list
45 of respondents.
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52 The pilot study included a reliability test for face scale. Since the face scale used a
53 single item measurement, test-retest was needed to evaluate the reliability of its
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9 instrument. After the children filled out the face scale, the reliability of the face scale
10 was examined. The reliability was proven to be acceptable with Cronbach's Alpha at
11 0.833. Both displayed the degree to which the responses were consistent or stable over
12 time (Pranoto & Hong, unpublished manuscript).
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16 17 ***Timing, recording, and field notes***

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19 Before interviewing the children, the researcher conducted observations at the
20 school a few days in advance. Other than to gain a better picture of the children's daily
21 life, it was also meant to habituate the children with the presence of the researchers. It
22 took around 15 – 30 minutes to interview a child. In some cases, however, children
23 needed a longer interview time. Therefore, the policy was to set 60 minutes/child. In
24 some extreme cases, some children needed an even longer time and had to be
25 accompanied by their friends. This research only managed to have one interview session
26 per child with repeated questions to ensure the child's response. This helped to ensure
27 that no answer or response was altered. As for further relevant data, the researchers had
28 made field notes. These notes were very important for the process of analysis.
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38 ***Settings***

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40 In this study, data collection was carried out in many settings but still within the
41 school vicinity. Interview settings varied from an unused classroom, a public hall for
42 special events, the teachers' room, a gazebo, or a hallway to a school playground. These
43 settings were made as comfortable and as least intimidating as possible. They were
44 designed to be as natural and easy as possible.
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50 ***Story-telling test - children's self-report***

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52 For a qualitative purpose, this study interviewed children individually. This study
53 emphasized the qualitative approach in which the researcher probed deeper to explore
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9 the responses from children about **which** play companions **make them happy**. Based on
10 the structure of the Indonesian emotion lexicon, happiness (*senang*) has **an** equivalent
11 meaning to *asik, sukacita, sukaria, bahagia, senang, girang, gembira, ceria, riang*
12 (Shaver, Murdaya, & Fraley, 2001).
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16 Principals from different public kindergartens in Indonesia were asked for their
17 permission for the collection of data from children in their schools. Once **this** was
18 secured, the research procedures and purposes were described to teachers. Next, each
19 child was given a packet to take home. It contained a cover letter seeking the parent's
20 consent. Once it was agreed and sent back to the school, each child was asked to join an
21 interview session. In the interview session, each child was briefed with a standardized
22 explanation of the study.
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28 The study used single open-ended questions for children aged 4 – 6. Once their
29 names and ages were confirmed, they were asked the following question: "Who are
30 your preferred play companions that make you happiest (*sangat senang*) in your daily
31 life?" or in Bahasa, "*Siapakah diantara teman bermain ini yang paling membuat kamu*
32 *senang?*" A specialized technique using a different set of pictures was employed to
33 explore **which play companions make them happiest**. Each picture depicted different
34 situations, identified as (A, B, C and D), along with its caption. Those pictures focused
35 on children's play companions: themselves, family, school acquaintances, and peers
36 (Thoilliez, 2011). This study expected children to pinpoint the happiest moment they
37 spent with someone, and explain why.
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45 The pictures depicted children's playing activities. Children were triggered to
46 imagine which situation, a boy or a girl, they would be the happiest in. As was noticed,
47 a child could easily be happy with any one and in any of the four areas. What **was** the
48 important thing was **that** the chosen picture would focus **the** children's attention.
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52 [insert Table. 2 Description of the story-telling test]
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9 The study was continued by presenting four pictures that represented children's
10 preference for the play companions they valued the most. The pictures were shown to
11 the children, the selection of pictures being given according to their gender. For boys,
12 there were four pictures of male figures. And the girls would see a series of picture (4
13 pictures) with the image of females. Each of them was required to answer the questions
14 based on their experiences.
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19 The story behind the chosen picture was analyzed to answer questions about it. The
20 children were given the instruction prior to telling the story, "*I will show you some
21 pictures. You can call this X (for boy) or Y (for girl). You now see him (for boy) or her
22 (for girl) in four pictures and in different situations. Now, it is time for you to imagine
23 that you were in all situations. After that, you can tell me, in which of these situations do
24 you think you would feel happiest? You should choose only one, the situation and who
25 are your play companions that would make you feel the happiest and tell me why you
26 are happy*".
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33 This study gained qualitative data in the form of narrations. Children were asked to
34 give responses to a question and tell stories of what they had seen in the pictures they
35 chose. For statistical analysis, the data from the study was transformed into quantitative
36 data. The chi-square was applied to test the following hypotheses: There is a difference
37 in the children's report on play companions related to happiness.
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43 ***The Face scale – children's self-report.***

44 A face scale was modified to look more real, considering that the participants
45 were as young as 4. Adjustments were made by reducing the number of pictures (from 7
46 to 6). This was in line with a previous clinical study that also used the face scale to
47 identify pain in children. The Faces Pain Rating Scale by Wong-Baker is the dominant
48 method used nowadays to measure pain intensity in children. This scale was depicted in
49 Fig. 1. Six faces are shown to children aged 3 or over; 0) is very happy because he does
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9 not feel hurt at all; 1) hurts a little bit; 2) hurts a little more; 3) hurts even more; 4) hurts
10 a whole lot; and 5) hurts the worst. (Wong & Baker, 1988). This face scale has been
11 widely applied to children as respondents, as a graphical representation of emotions that
12 could be recognized by children (MacDonald, et.al. 1996).
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16 The face scale is used to measure one's perception of happiness (Andrews &
17 Withey, 1976; Holder, Coleman, & Wallace, 2010; Angner, 2013). It has been widely
18 used due to its validity and reliability (Abdel-Khalek, 2006). In an Indonesian setting, a
19 validity and reliability test for Face Scale was conducted with the children. (Pranoto &
20 Hong, unpublished manuscript).
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24 Once children's names and ages were confirmed, they underwent the face scale test
25 to address the area of their happiness. This scale used a Likert type scale with six simple
26 pictures positioned parallel to the horizontal line. These pictures depicted various mouth
27 expressions, from very upturned (indicating great happiness) to the very downturned
28 shape (indicating unhappiness) (Fig.1). Researchers asked children to value the
29 happiness they experienced "most of the time".
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34 [insert Figure. 1 Modified Face Scale]
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38 Results

39 *Children Preference of Play Companions*

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41 Based on table 3 and figure 2, Indonesian children viewed 'friends' as their
42 preference of play companions. As many as 328 (42.2%) children stated that they were
43 happy when conducting playing activities with their friends. The next 188 children
44 (24.2%) mentioned they were happy having activities with their family members.
45 Around 2.5% children (175) stated that they were happy being alone in their activities.
46 Some other children mentioned being at school, doing activities with school friends and
47 teachers, and playing with the teachers at school made them happy. There were only
48 three children (0.4%) that failed to give any reason for the four pictures shown as
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10 [insert Figure. 2 Distribution of Children Play Companions]

11 [insert Table. 3 Children Self-Report of Play Companions]

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14 The result of study in the Pearson Chi-Square test showed that $\chi(1) = 17.618$, $p = .024$ meant that there was no statistically significant association between age and play companions (see table. 3) while, another result of the Pearson Chi-Square showing $\chi(1)=31.447$, $p=.000$ told us that there was a statistically significant association between gender and play companions. Further details in play companions chosen by children of different genders are displayed in the table above. Friends as play companions was the option chosen most by both boys and girls. As many as 169 of 381 boys (44.4%) chose this, compared to 159 of 396 girls (40.2%).

30 *Children's play companions leading to happiness*

31 Even though 'friends' was the most chosen option as play companions, children
32 also equally preferred other play companions. Hence, it was necessary for further
33 analysis to ascertain with whom (which play companions) children would be happiest.

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35 A Kruskal-Wallis H test showed that there was a statistically significant difference
36 in children's levels of happiness between the different play companions, $\chi^2(2)=13.712$,
37 $p=0.008$, with a mean rank level of happiness of 355.85 for school friends and teachers
38 as play companions, 373.56 for friends and 402.70 for self, 413.91 for family, and 576
39 for none of these.

40 [insert Table. 4 Happiness and Play Companions]

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42 For all demographic variables (age, gender, and ethnic background), a
43 Kruskal-Wallis H test showed that there was no statistically significant difference in
44 children's levels of happiness between the types of play companion, except in groups of
45 mixed ethnicity and groups of girls.

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Second, in terms of gender differences, a Kruskal-Wallis H test showed that there was no statistically significant difference in boys' levels of happiness among the types of play companions $\chi^2(2) = 5.445$ [$p=0.245$], with a mean rank level of happiness of 176.50 for school friends and teachers as play companions, 184.03 for friends, 197.23 for self, 201.34 for family, and 255.50 for none of these. Moreover, a Kruskal-Wallis H test showed that there was a statistically significant difference in girls' levels of happiness between the type of play companion $\chi^2(2) = 10.869$ [$p=0.028$], with the highest mean rank level of happiness of 174.76 for school friends and teachers as play companions, followed by a mean rank level of happiness of 191.19 for friends, 208.73 for family, 216.22 for self, and 363 for none of these.

In terms of age differences, a Kruskal-Wallis H- test showed that there was no statistically significant difference in children's levels of happiness among 4 year olds among the types of play companion $\chi^2(2) = 6.416$ [$p=0.170$], with a mean rank level of happiness of 56.74 for school friends and teachers as play companions, 70.03 for friends, 71.08 for self, 73.13 for family, and 127 for none of these categories. Next, a Kruskal-Wallis H test showed that there was no statistically significant difference in children's levels of happiness among 5 year olds among the types of play companions $\chi^2(2) = 7.217$ [$p=0.125$], with a mean rank level of happiness of 177.37 for school friends and teachers as play companions, 188.04 for friends, 198.76 for self, 211.31 for family, and 255.25 for none of these.

The last, a Kruskal-Wallis H test showed that there was no statistically significant difference in children's levels of happiness among 6 year olds among the types of play companions $\chi^2(2) = 5.558$ [$p=0.135$], with a higher mean rank level of happiness of 116.80 for friends as play companions, followed by a mean rank life satisfaction of 125.15 for school friends and teachers, 130.52 for family, and 139.14 for self.

Discussion

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9 This study has shown that Indonesian children aged 4 – 6 have their different
10 preferences in play companions in order to reach the same levels of happiness. It
11 showed that friends were the most mentioned option as children's play companions.
12 Further, the results showed that the happiest child, especially for girls, is the one who
13 experiences play activity at school with teachers and friends there. It showed that
14 schools managed to conduct a meaningful learning experience for the students
15 (especially the females) since it was perceived as a fun playing activity that made them
16 happy. Not only classmates, but teachers could also be play companions who contribute
17 to the students' happiness.
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25 These findings strengthen the statement that social interactions experienced by
26 children during playtime contribute to the children's happiness. Based on the findings,
27 children who gain positive social interaction while playing with teachers and friends at
28 school reported that they feel happier, and they are not concerned about the gender
29 differences.
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34 Nevertheless, this study also found some gender-based playing preferences.
35 Particularly, when children do not have positive experiences from teachers and friends,
36 boys tend to play individually to explore themselves and their environment, while girls
37 prefer to play with their family.
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41 ***Methodology approach***

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43 It should be noted once again the importance of these findings regarding research
44 into children's happiness in Indonesia. Chaplin (2009) emphasized the need for more
45 research that identifies 'what makes children happy.' Uusitalo-Malmivaara (2012)
46 stressed that up to 2012 there had not been any research that directly asked children
47 about the things that boost their happiness. This was where the gap existed. Children's
48 happiness is a topic of the utmost importance, but it has been left uninvestigated. The
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9 information gained in this study should help children to identify what is meaningful for
10 themselves.
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12 The analysis and results reported in this study **have** offered ways of thinking about
13 how happiness might be explored with children and thoughts on what to notice when
14 looking for clues about children's happiness. Interviewing children about what was
15 important **to them** in terms of happiness provides a baseline for longitudinal studies as
16 well as comparative studies. Children's education practitioners and researchers in the
17 field of children's development should be more optimistic to explore happiness
18 involving children as active respondents.
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24 The results of this study **have** provided an understanding about the happiness of
25 children in a more complete and comprehensive way, including the issue of differences
26 in gender and ethnicity. The discussion on children's happiness and developmental
27 issues, **however**, is not yet comprehensive. This was due to the limited age range of the
28 children involved. As children progress through the life cycle, their perspectives might
29 change. What is of concern and what is of greatest importance might change over time.
30 It would be a challenge for further researchers to explore the issue of developmental
31 changes in the wider age range. As this study used interviews to explore the children's
32 sources of positive and negative affection, it **has** provided a significant impact **in** that
33 researchers could simultaneously observe changes in children's ability to express their
34 emotions with age, as had been reported by Shipman et al, (2003).
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43 The findings in this research **have** enriched the psychological theories on child
44 development, not only **as regards** play companions **providing** happiness but also **as far**
45 **as** self-concept and happiness **are concerned**. According to children's developmental
46 theory, especially **as far as** self-concept **is concerned**, pre-school children start to
47 develop psychological self-concept by gaining knowledge and understanding of certain
48 preferences, patterns of emotional expression, and how to react to certain people and **in**
49 certain situations (Welch-Ross et al., 1999). Those findings **have** supported the theory
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9 of the early social construction of self-concept, and in turn, **have affected** the model of
10 autobiographical memory. Autobiographical recall which develops when children **are**
11 **aged from** 3 to 8 years **old**, consists of memories that connect children **to** their past. At
12 the same time, these memories **tell** children stories of themselves (Nelson, 1993).
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16 This theory was supported by the reality in this research in which young children –
17 aged 4 – were already able to report **their preferences in** play companions that made
18 them happy or sad and describe their emotional condition. The difference with research
19 findings in the West was that children who **had** already developed psychological
20 self-concept were younger –aged **about** 3. According to Kurniawati and Hong (2014), in
21 Indonesia, children aged 3 were still unable to properly describe the sources of their
22 happiness or sadness. This difference was perhaps because Western parents were used
23 to talking about emotions to their children from a very early age (around 2) (Beeghley,
24 Bretherton, & Mervis, 1986; Dunn, et al. 1987).
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31 The habit of discussing emotional feelings with parents (mothers) predicts how
32 many references children **have about** their emotions and how much they **understand**
33 their own emotions (Dunn, Brown, & Beardsall, 1991). As mothers discuss **the**
34 experiences of their children, they stress their children's emotions and label, as well as
35 interpret those experiences and the emotions that follow. Therefore, children learn to
36 describe their emotional meanings in the past (Fivush & Kuebli, 1997; Kuebli, Butler, &
37 Fivush, 1995). Children with this type of mother would have the proper ability to
38 respond to people and react to the situations around them (Fivush, 1993). According to
39 Pezdek and Taylor (2001) and Fivush, Hazzard, Sales, Sarfati, and Brown, (2003) **from**
40 the age of 3, children are able to describe in detail both **the** negative and positive events
41 they experience.
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50 These abilities are made possible as during the **dialogue** with their parents
51 (mothers), children learn to construct meaningful representations of themselves.
52 Children with these abilities understand their emotions better, and the probable
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utterance they came up with would include statements such as; "I am a sad person as I can't play with mom, she is always angry," or "I am a happy person because I have lots of friends to play with."

The role of gender on play companions who make them happy

Indonesian children aged 4 – 6 (boys and girls) preferred friends as play companions that make them happy, similar to Swedish children (Lieberman, Larsson, Altuzarra, & Ollendick, 2015), but different from Chilean children. These findings also confirm the study that stated that the relationship with peers and adults is a strong predictor of happiness (Holder and Coleman, 2008). A close relationship and interaction with friends during play activities with their peers seems to be the main indicator of happiness. Social relationships have been proven to be a significant factor of children's happiness in many cultures (Einarsdottir, 2005; Ofsted, 2012). According to Parke and Ladd (1992), children at pre-school age (aged 3 years old) have already started to socialize with their peers. This is the moment when friendship is built, and peers have an enormous impact on them. As children reach kindergarten age, they spend more time doing activities in peer groups, compared to their pre-school years (Rimm-Kaufman & Pianta, 2000).

The scope and stage of playing for children differs between their infancy years to their childhood years. As Parten (1932) states, children's playing stages vary from non-social to social play. Parten stressed that as children grow older, they gradually enter a social play stage, as they spend more time in peer groups (Ladd, 2005; Rubin, Bukowski, & Parker, 2006).

Despite the fact that the stage of play has changed, this change is not sequential and is actually very complex. Farran and Son-Yarbrough (2001) found that social play is found mostly in childhood, but it is also common to find non-social play that is not replaced by social play (Rubin & Coplan, 1998; Smith, 1978). There are individual

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9 factors that **make** children **either** spend their play time with their peers or not (Howes,
10 1988; Howes & Matheson, 1992). Some of those individual factors **are** emotion and
11 regulation (Fabes, Hanish, Martin, & Eisenberg, 2002), childcare experiences (Howes,
12 1987), or even cognitive and linguistic competence (Rubin & Daniels-Beirness, 1983).
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16 In **the** Indonesian setting, further analysis found a gender preference difference in
17 those results. **When boys and girls are dissatisfied with friends, boys tend to play by**
18 **themselves, while girls tend to play with family (especially mothers). A child's**
19 **dissatisfaction with his playing partner is very possible.**
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23 Numerous studies **have** indicated that pre-school and secondary school children
24 tend to **show** more aggression **towards** each other compared to children in higher grades
25 (Coie, Dodge, & Kupersmidt, 1990; Vitaro, Tremblay, & Gagnon, 1992). Younger
26 children **have** less emotional regulation **so** that they consequently **choose** to be alone
27 **rather** than having conflict with their peers. That is compounded by inadequate
28 linguistic ability that hampers their capability to say no or prevent bad deeds against
29 them.
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35 Previous studies **have shown** that there are gender differences in response to
36 negative affections. Further, Kret et al. (2012) suggest **considering** the type of affection
37 in identifying gender differences in emotional responses. Previous **studies have**
38 **emphasized** the sensitivity of men and women in responding to negative emotions.
39 These results still show non-specific differences. A number of other studies indicate
40 that, when compared to males, females tend to be sensitive to negative stimulus
41 (Fernández, et al., 2012; Bradley, et al, 2001). While, other studies **have** shown the
42 opposite, males tend to show **more intense emotional reactions** than females, especially
43 if they feel threatened (Kret. et al, 2012).
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50 This study **has not differentiated** the intensity of children's emotional reactions to
51 negative stimuli experienced, yet it shows that when children **experience** negative
52 stimulation **such as** unpleasant treatment from friends while playing, boys and girls
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9 decide to choose a different playing partner. This discrepancy was perhaps because boys
10 tend to be **more** involved in interactive, associative, cooperative and successful peer
11 play than girls **are** (Provost & LaFreniere, 1991; Coolahan, Fantuzzo, Mendez, &
12 McDermott, 2000).
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16 According to Maccoby (1990), by **the age of** 4.5 years old, children spend most of
17 their time with their same-gender-peers. Martin, Eisenbud, and Rose (1995) added that
18 children, at this age, start to segregate themselves based on gender; boys love to play
19 actively while girls tend to be calmer. Boys are likely to engage in interactive and
20 cooperative games with friends. This condition is also apparently prone to conflict. And
21 apparently, a bad experience **becomes** one of the reasons for the boy to choose to play
22 alone.
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28 In Indonesia, as the setting of this study, boys do not prefer **their** father (as the
29 same gender) to have physical and interactive playing activities. Boys prefer to play by
30 themselves due to **the lack of time a busy father has to play. It seems normal for this to**
31 **happen in Indonesia since Indonesia is recognised as the third fatherless country**
32 **(lacking father involvement) in the world. In contrast to girls, they choose family**
33 **(mother) to keep playing with them. Unlike girls, 4-18 year-old boys prefer physical**
34 **activities. Certainly, children cannot have physical activities/games with their mothers**
35 **or with their family members (Hallal, Andersen, Bull, Guthold, Haskell, & Ekelund,**
36 **2012; Pearce, Basterfield, Mann, Parkinson, Adamson, Reilly, 2012; Trost, Pate, Sallis,**
37 **Freedson, Taylor, & Dowda, 2002).** Boys feel uncomfortable playing with the
38 intervention **of** their mother who acts more **dominantly than** the children, even when the
39 mother only **tries** to show the way to play a certain game or **to** correct their way **of**
40 **playing.** Possibly, boys tend not to feel any happiness (or even anger) when the mother
41 intervenes (Ispa, Cook, Harmeyer, & Rudy, 2015).
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52 Boys tended to monopolize play space and materials and **to** use a confrontational
53 and physical style intended to ensure that they achieve what they want. Their rough play
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9 style, as they wrestle and chase, is not so congenial to girls. Same-sex playmates appear
10 to be more compatible in the pacing and flow of their play. Meanwhile girls seek a
11 smooth_ flowing style of play and interaction (Martin, Eisenbud, & Rose 1995;
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14 Edwards, Knoche & Kumru, 2001). Such types of game are mostly found by girls when
15 they have family members (mother or younger siblings) as their playmates.
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18 The negative experience concerning friendship for boys is commonly related to
19 being treated badly by friends such as being pinched, hit, mocked, or experiencing
20 angry responses. The other types of negative behavio include physically quarreling with
21 friends, being hit by rocks, and being pushed into a river. An interview with En (four
22 years old) revealed:
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26 *"I am so sad when my friends are treating me badly, I am pushed into the river, hit by*
27 *rocks, and beaten."*
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29 Another statement by Hyd (five years old):

30 *"I am really sad when my friends make fun of me, I am made fun of and scolded."*
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32 Another boy, Ar (five years old) said:
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34 *"I am very sad being pushed into the river and hit by my friends."*
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37 This fact was supported by some research carried out considerably before the
38 current research which found that pre-school and secondary school children tend to have
39 more aggression toward each other compared to children in higher grades (Coie, Dodge,
40 & Kupersmidt, 1990; Vitaro, Tremblay, & Gagnon, 1992). Younger children have less
41 emotional regulation with the result that they consequently choose to be alone rather
42 than having conflict with their peers. That was compounded by inadequate linguistic
43 ability that hampered their capability to say no or to prevent bad deeds against them.
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48 Additionally, this study has also found that friends were the playmates most
49 nominated by children. In addition, boys preferred the playmates most nominated by
50 children themselves as play companions while girls chose their family as play
51 companions after friends. Nonetheless, it was reported that the highest happiness level
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9 was indicated from girls who selected “school friends and teachers” as their play
10 companions.
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12 Differences in the level of happiness were observed when children received social
13 reinforcement in a relationship in the form of ‘praise’ or ‘blame’ that affected their
14 overall happiness (Singh, Sidana, & Saluja, 1978). It is very likely that school
15 acquaintance were nominated as play companions that made children happy because
16 they did many activities with their teacher and friends there, particularly the girls.
17 Teachers and friends offered praise, company, safety, and protection. These made girls
18 happy.
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24 It might be believed that family set rules, punishment, and discipline (obligations)
25 or that the family is where children learn negative emotions, and even frustration. On
26 the contrary, a group of friends was where children learnt to dare and have adventures
27 with freedom and emancipation.
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33 Conclusion

34 Based on the children's self-report, friends were the play companions that made
35 them happy. Friends were nominated more by boys compared to girls. However, when
36 they are unhappy with friends, boys prefer to play alone rather than play with others,
37 while girls prefer to play with their mother. Even so, the highest level of happiness was
38 indicated from girls who chose “friends and teachers at school” as their play
39 companions.
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47 Implications and recommendation for future research

48 Consideration of the play companions that lead to happiness from a children’s
49 perspective provided a fresh and unique perspective to researchers when assessing
50 children’s happiness. This unique perspective could not be captured if we were asking
51 them to select items on an existing scale that might not reflect the uniqueness of their
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9 **gender group**. Furthermore, as children progress through their life cycle, their
10 perspectives might change. What is of concern and what is of greatest importance might
11 change over time. It would be a challenge for further research to explore the issue of
12 developmental changes in a wider age range.
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16 Practically, the findings of this study can help parents, social workers, and
17 education professionals **and** researchers in the field of educational and children's
18 development to understand the **voices** of children about their happiness and be able to
19 use it for promoting children's happiness, for example, understanding that boys tend to
20 play with friends as **their most commonly** mentioned source of happiness, instead of
21 family. Hence, **a parenting program and seminar needs to be developed** to educate
22 parents and teachers on how parents can build **a** good relationship with their children,
23 especially with boys.
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31 **Funding**

32
33 The study was funded by the Semarang State University in collaboration with **the**
34 Islamic Development Bank (grant number IND0152, 153, 154)
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38 **Ethical approval**

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40 All procedures performed in studies involving human (children) participants were in
41 accordance with the ethical standards of the Indonesian institutional and/or national
42 research committee and its later amendments or comparable ethical standard.
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47 **Informed consent**

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49 Informed consent was obtained from all individual participants (children themselves and
50 mothers) included in the study.
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54 **References**

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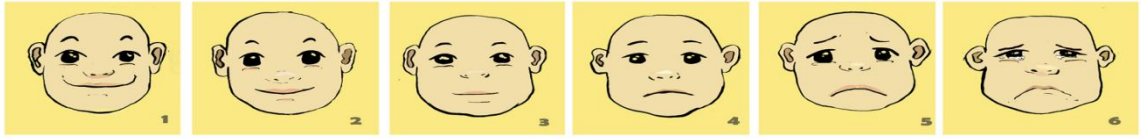


Fig 1. A Modified Face Scale, depicted varied mouth expressions, from very upturned (indicating great happiness) to the very downturned shape (indicating unhappiness). It used Likert type scale with six simple pictures positioned parallel to the horizontal line.

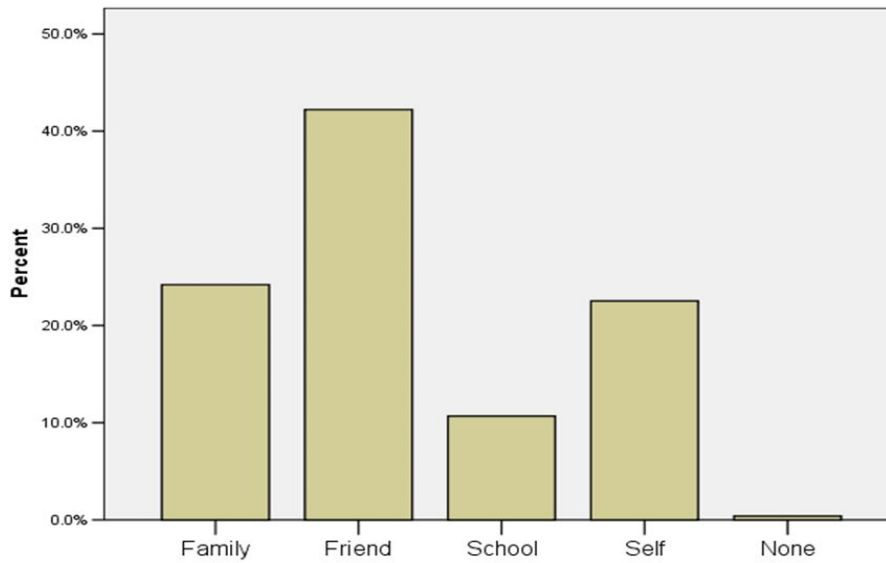






Fig. 2 Distribution of Indonesian children play companions. Children viewed friends as their preference of play companions, followed by family member, play at school with teacher and friends, her/his self, and none.

Table. 1 Children's distribution at different ages

Participant	N
All	777
Gender	
Boy	381
Girl	396
Age	
4 year old	139
5 year old	390
6 year old	248

For Peer Review Only

Table. 2 Description of the story-telling test

Number	Picture	Descriptions
1	 <p data-bbox="365 667 480 701">Figure A1</p>	A boy is happy to play alone with his toys
1	 <p data-bbox="365 1064 480 1097">Figure A2</p>	A girl is happy to play alone with her toys
2	 <p data-bbox="365 1467 464 1500">Figure B</p>	A boy is happy playing with teacher and friends at school. A girl is happy playing with teacher and friends at school.
3	 <p data-bbox="365 1848 464 1881">Figure C</p>	A boy is happy playing with his parents and or siblings at home. A girl is happy playing with her parents and or siblings at home

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A boy is happy playing with his friends in the park.

Figure D1

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A girl is happy playing with her friends in the park.

Figure D2

Review Only

Table. 3 Distribution of children's self-report on their play companions

Participant	N	Children's play companion					$\chi(1)$; p
		Family	Friend	school	self	None	
		f [%]	f [%]	f [%]	f [%]	f [%]	
All	777	188 [24.2]	328 [42.2]	83 [10.7]	175 [22.5]	3 [.4]	-
Boy	381	73 [19.2]	169 [44.4]	27 [7.1]	110 [28.9]	2 [.5]	31.447;
Girl	396	115[29]	159 [40.2]	56 [14.1]	65 [16.4]	1 [.3]	p = .000
4 year olds	139	43 [30.9]	48 [34.5]	17 [12.2]	30 [21.6]	1 [.7]	
5 year olds	390	92 [23.6]	153 [39.2]	42 [10.8]	101 [25.9]	2 [.5]	n.s
6 year olds	248	53 [21.4]	127 [51.2]	24 [9.7]	44 [17.7]	-	

Note. Chi-square is applied, significant p-value < .05. In each cell, the first number is the frequency of play companions chosen followed by percentage in the bracket.

Table 4. Happiness and Play Companions

Factor	Happiness											
	Mean	$\chi^2(2)$	Mean	$\chi^2(2)$ [p]	Mean	$\chi^2(2)$	Mean	$\chi^2(2)$ [p]	Mean	$\chi^2(2)$	Mean	$\chi^2(2)$ [p]
Play companions	Rank	[p]	Rank		Rank	[p]	Rank		Rank	[p]	Rank	
	All		Boy		Girl		Aged 4		Aged 5		Aged 6	
Friends	373.56	13.712	184.03	n.s	191.19	10.869	70.03	n.s	188.04	n.s	116.80	n.s
Family	413.91	[0.008]	201.34		208.73	[0.028]	73.13		211.31		130.52	
School	355.85		176.50		174.76		56.74		177.37		125.15	
Self	402.70		197.23		216.22		71.08		198.76		139.14	
None	576		255.50		363		127		255.25		-	

* A Kruskal-Wallis H test is applied, significant p value < 0.05. In each cell, indicates the mean rank of happiness of play companions chosen.



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Sun, Nov 18, 2018 at 11:21
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Reply-To: r.evans14@btinternet.com
To: yuli.kurniawati.sp@mail.unnes.ac.id

18-Nov-2018

Dear Dr Sugiyono Pranoto:

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Sincerely,
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Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

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