

**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 artikel pada Jurnal Internasional dengan judul “The aspirations of young Indonesia Children”, yang dimuat pada *Global Studies of Childhood*, edisi Vol. 24 No. 2, 30 November 2018, ISSN (p): 0300-4430, ISSN (e) : 1476-8275, hal : 1-8.

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

No	Tanggal	Aktivitas
1	13 Mei 2019	Pembuatan akun
2	14 Mei 2019	Submit manuscript pertama kali ke jurnal, mendapatkan ID paper Mendapatkan ID paper GSC-19-0021
3	26 Mei 2019	Mendapatkan balasan dari Editor
4	26 Mei 2019	Mengirimkan surat balasan ke Editor
5	4 Juni 2019	Mengirimkan artikel revisi melalui email
6	25 Juni 2019	Mendapatkan feedback dari Editor dan permintaan revisi
7	27 Juni 2019	Mengirimkan paper revisi melalui email
8	29 Juni 2019	Mengirimkan surat balasan ke Editor dan pemberitahuan sudah mengunggah paper melalui ScholarOne system
9	29 Juni 2019	Mengunggah revisi dan mendapatkan ID Paper GSC-0021.R1
10	30 Juni 2019	Pemberitahuan artikel telah dinyatakan <i>accepted</i>
11	30 Juni 2019	Permintaan mengisi Contributor Form
12	5 Agustus 2019	Permintaan proofread paper dan mengisi copyright form
13	7 Agustus 2019	Mengirimkan kembali <i>proof read</i> dan <i>copyright form</i> pada <i>Production Editor</i>
14	21 Agustus 2019	Pemberitahuan artikel telah dipublikasikan secara online
15	22 Agustus 2019	Permintaan mengisi <i>author survey</i>
16	10 September 2019	Ucapan selamat dari Sage Journal Author Services bahwa artikel telah terpublikasi pada jurnal <i>Global Studies of Childhood</i>

Demikian, agar dapat menjadi periksa.
Terimakasih

Semarang, 10 November 2021
Hormat saya,



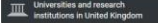
Yuli Kurniawati Sugiyo Pranoto

KRONOLOGI KORESPONDENSI PUBLIKASI ARTIKEL PADA JURNAL INTERNASIONAL BEREPUTASI DAN BERFAKTOR DAMPAK

Judul : The aspirations of young Indonesia Children
Jurnal : *Global Studies of Childhood*
Volume : 10
Nomor : 2
Tanggal publikasi : 21 Agustus 2019
ISSN (p) : 2043-6106
ISSN (e) : 2043-6106
Hal : 202-209
Penerbit : Sage Publication Ltd
SJR jurnal : **0.244 (2020)**
Quartile : Q3 (Scopus)
SNIP : 0.592
Cite Score : 0.500
Penulis : Yuli Kurniawati Sugiyono Pranoto & Jianzhong Hong

Bukti indexing jurnal:

The screenshot shows the Scimago Journal & Country Rank website. The browser address bar displays the URL: <https://www.scimagojr.com/journalsearch.php?q=21100894548&dt>. The page title is "Global Studies of Childhood". The journal's H-INDEX is prominently displayed as 4. The website also shows the journal's ISSN (20436106), coverage years (2018-2020), and contact information for the publisher, Sage Publications Ltd.

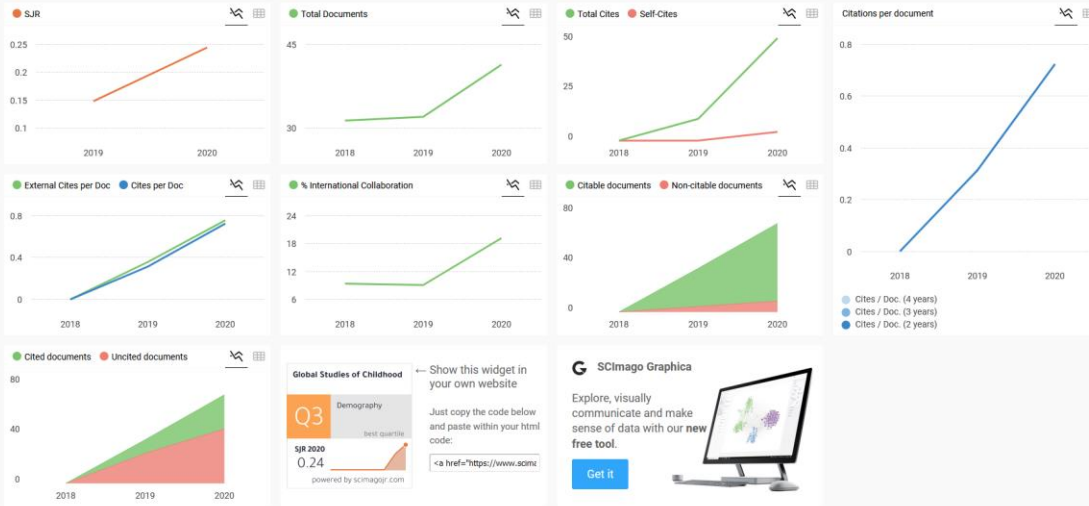
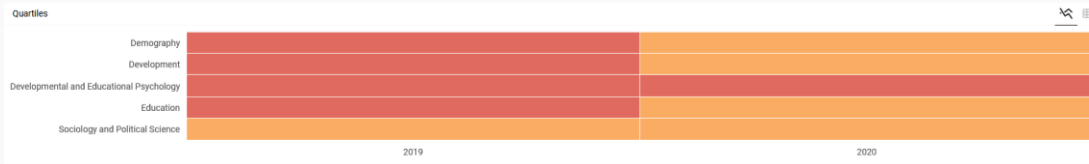
COUNTRY	SUBJECT AREA AND CATEGORY	PUBLISHER	H-INDEX
United Kingdom  Universities and research institutions in United Kingdom	Psychology - Developmental and Educational Psychology Social Sciences - Demography - Development - Education - Sociology and Political Science	SAGE Publications Ltd	4

PUBLICATION TYPE	ISSN	COVERAGE	INFORMATION
Journals	20436106	2018-2020	Homepage How to publish in this journal nyelland@unimelb.edu.au

SCOPE

Global Studies of Childhood publishes peer-reviewed research about issues that pertain to contemporary childhoods in a globalised era. The impact of global imperatives on the lives of children has been significant. The experiences of childhood that take place within the situated spaces of geographic locales and culturally specific frames of reference are subject to global forces that complicate, disrupt and reconfigure the meanings associated with childhood/s on the local and global stage. Our conceptualisation of childhood refers to a socially constructed category whose parameters are not necessarily fixed by factors such as biological development or chronological age. GSC is therefore interested in issues that pertain to childhood, here broadly conceived, and the challenges these pose to children's lives and futures in an increasingly complex world. Issues around what constitutes childhood are therefore fundamental to discussions, as are ways in which we need to ensure that all children have basic human rights and are protected from exploitation. We are therefore interested and concerned about the lives of children, young people and young adults in a globalised context. In canvassing and promoting quality research we hope to be better able to understand childhoods and extend our notions about the ways in which Global Studies of Childhood can make a contribution to educational, cultural and social theory in strategic and significant ways. GSC will enable the significant issues to be showcased and interrogated in a dedicated space. This will include interdisciplinary research, using various research design and methodologies. The Editors and Editorial Advisory Board encourage the submission of a relevant high quality manuscripts that will include: reports of research and conceptual pieces; commentaries on published research articles, literature reviews; book reviews; colloquia and from time to time we will commission special editions and commentaries.

[Join the conversation about this journal](#)



Journal Indexing and Metrics

Impact Metrics

The following citation metrics are produced by abstracting and indexing databases using their respective datasets. These metrics represent a variety of methods for measuring the citation impact of published research on a journal level.

Scopus	
CiteScore	0.500
Demography 78 out of 109 Development 205 out of 257 Developmental and Educational Psychology 283 out of 332 Sociology and Political Science 854 out of 1269 Education 1022 out of 1319	
Scopus provides the journal's CiteScore, which is calculated as the total citations made in the CiteScore year and the prior three years to content published in the CiteScore year and the prior three years, divided by the total number of items published by the journal in the CiteScore year and prior three years.	
Source-normalized Impact per Paper (SNIP)	0.592

Scopus

CiteScore 0.500

Demography 78 out of 109 | Development 205 out of 257 | Developmental and Educational Psychology 283 out of 332 | Sociology and Political Science 854 out of 1269 | Education 1022 out of 1319

Scopus provides the journal's CiteScore, which is calculated as the total citations made in the CiteScore year and the prior three years to content published in the CiteScore year and the prior three years, divided by the total number of items published by the journal in the CiteScore year and prior three years.

Source-normalized Impact per Paper (SNIP) 0.592

SNIP calculates a journal's average citations from the SNIP year to items published in the prior three years, and divides the average by the citation potential in the journal's subject area to account for variability between subject categories.

SCImago Journal Rank (SJR) 0.244

Demography 64 out of 110 | Development 164 out of 282 | Developmental and Educational Psychology 266 out of 340 | Sociology and Political Science 678 out of 1315 | Education 884 out of 1543

The SJR weighs incoming citations according to the prestige of the publications they come from. Total, weighted citations made in the SCImago year to content published in a journal in the prior three years are divided by the total number of items published by the journal in the prior three years.

[Privacy](#)

Google Scholar

h5-index 15

Google's h5-index is calculated by finding the h-index for articles in a publication over the last five complete calendar years, where h is equal to the number of articles over a five year period that have at least h citations each.

h5-median 25

The h5-median is calculated by finding the median number of citations for the articles that comprise a publication's h5-index.

[View on Google Scholar](#)

Sources: Journal Citation Reports (Source Clarivate, 2021), Scopus®, 2020 release and Google Scholar.

Readership

Full Text Usage 107,173

Full text usage is the sum of PDF and HTML downloads from the journal platform during the prior calendar year.

Abstracting and Indexing

This journal is included in the following abstracting and indexing databases.

- Clarivate Analytics: Emerging Sources Citation Index (ESCI)
- ERIC (Education Resources Information Center)
- EBSCOhost E-Journals Database
- ProQuest
- EBSCOhost EBSCO A-to-Z
- Scopus

**RINCIAN KRONOLOGI KORESPONDENSI
PUBLIKASI ARTIKEL PADA JURNAL INTERNASIONAL
BEREPUTASI**

Pembuatan akun, [13 Mei 2019]

The screenshot shows a Gmail interface with a search bar at the top containing the label "label:global-studies-of-childhood". The email list on the left includes "APJURECE", "Early Child Developmen...", "Evaluasi Diri RPL" (17), "Global Studies of Child..." (220), and "TUGAS UTS PAUD". The selected email is from "Global Studies of Childhood <onbehalf@manuscriptcentral.com>" dated "13-May-2019". The email content is as follows:

Dear Dr. Sugiyono Pranoto:

Welcome to Global Studies of Childhood - ScholarOne Manuscripts site for online submission and review.

Your USER ID for your account at <https://mc.manuscriptcentral.com/gsc> is as follows:

USER ID: yuli.kurniawati_sq@mail.unnes.ac.id

If you are unsure of the password that you set when you created your account you should click the link below which will take you directly to the option for setting a new password.

https://mc.manuscriptcentral.com/gsc?URL_MASK=fac4c8a53f6343d1af19d0445bacabe1

Please note that your PASSWORD is case-sensitive.

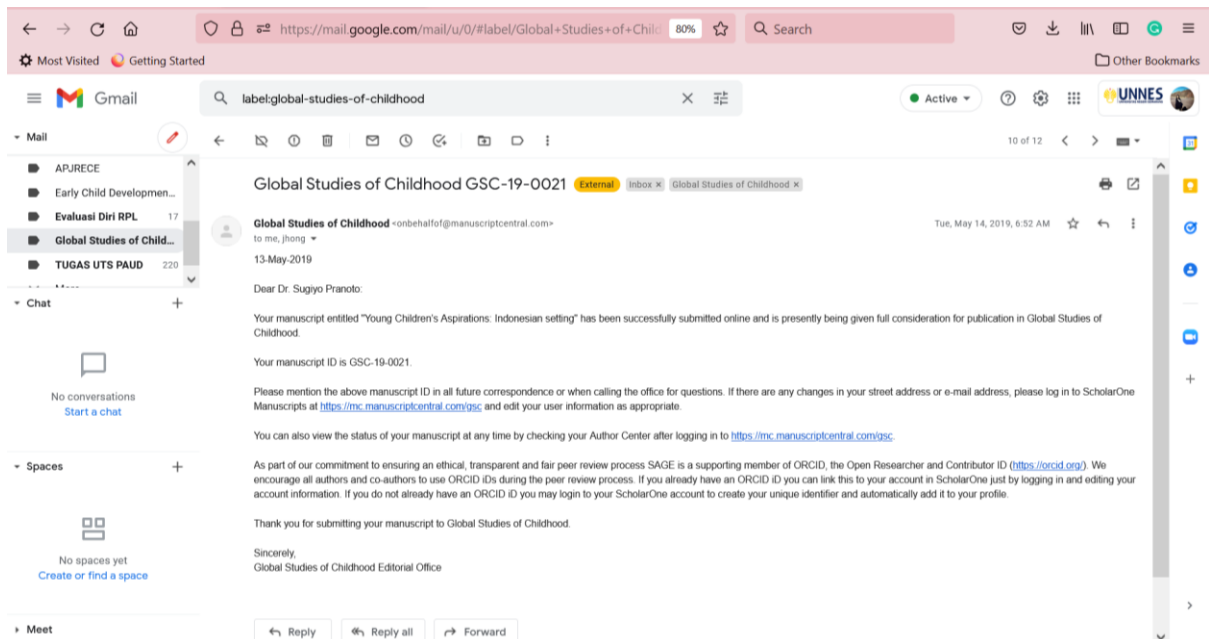
Thank you for your participation.

Sincerely,
Global Studies of Childhood Editorial Office

At the bottom of the email, there are "Reply" and "Forward" buttons.

Submit artikel pertama [14 Mei 2019]

■ Mendapatkan ID paper GSC-19-0021



The screenshot shows a Gmail interface with an email from 'Global Studies of Childhood' dated May 13, 2019. The email subject is 'Global Studies of Childhood GSC-19-0021'. The sender is 'Global Studies of Childhood <onbehalf@manuscriptcentral.com>'. The recipient is 'me, jhong'. The email content includes:

Dear Dr. Sugiyo Pranoto:

Your manuscript entitled "Young Children's Aspirations: Indonesian setting" has been successfully submitted online and is presently being given full consideration for publication in Global Studies of Childhood.

Your manuscript ID is GSC-19-0021.

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 ScholarOne Manuscripts at <https://mc.manuscriptcentral.com/gsc> and edit your user information as appropriate.

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

As part of our commitment to ensuring an ethical, transparent and fair peer review process SAGE is a supporting member of ORCID, the Open Researcher and Contributor ID (<https://orcid.org>). We encourage all authors and co-authors to use ORCID iDs during the peer review process. If you already have an ORCID ID you can link this to your account in ScholarOne just by logging in and editing your account information. If you do not already have an ORCID ID you may login to your ScholarOne account to create your unique identifier and automatically add it to your profile.

Thank you for submitting your manuscript to Global Studies of Childhood.

Sincerely,
Global Studies of Childhood Editorial Office

The interface also shows a sidebar with 'Mall' (listing 'Global Studies of Child...' and 'TUGAS UTS PAUD'), 'Chat', 'Spaces', and 'Meet' sections. The top navigation bar includes 'Gmail', a search bar, and a profile icon for 'UNNES'.

Mendapatkan balasan dari Editor [26 Mei 2019]

The screenshot shows a Gmail interface on a desktop browser. The browser's address bar displays the URL: <https://mail.google.com/mail/u/0/#label/Global+Studies+of+Childhood>. The Gmail search bar contains the text "label:global-studies-of-childhood". The left sidebar shows the "Mail" section with a list of folders: "APJRECE", "Early Child Developmen...", "Evaluasi Diri RPL" (17), "Global Studies of Child..." (220), and "TUGAS UTS PAUD" (220). The main content area displays an email from "Global Studies of Childhood" (mailto:onbehalfof@manuscriptcentral.com) dated "26-May-2019". The email subject is "Global Studies of Childhood - Decision on Manuscript ID GSC-19-0021". The body of the email contains the following text:

Dear Dr. Sugiyono Pranoto:

Manuscript ID GSC-19-0021 entitled "Young Children's Aspirations: Indonesian setting" which you submitted to Global Studies of Childhood, has been reviewed by myself as editor

I am thinking that the paper might be relevant as a colloquium which is a shorter piece than a refereed paper and I am willing to assist you to get it to our publication standard. To do this I need you to email me the paper in its word edition and I will use track changes to edit the paper - if you are then willing to accept my changes - you will be able to resubmit the revised version to us in scholarone my email is - nyelland@unimelb.edu.au please use the manuscript number in all communications

to do this you will follow these instructions

To revise your manuscript, log into <https://mc.manuscriptcentral.com/gsc> and enter your Author Center, 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.

You may also click the below link to start the revision process (or continue the process if you have already started your revision) for your manuscript. If you use the below link you will not be required to login to ScholarOne Manuscripts.

*** 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/gsc?URL_MASK=67ea415e43346a3b22139b8b6dd0d7

You will be unable to make your revisions on the originally submitted version of the manuscript. Instead, revise your manuscript using a word processing program and save it on your computer. Please also highlight the changes to your manuscript within the document by using bold or colored text.

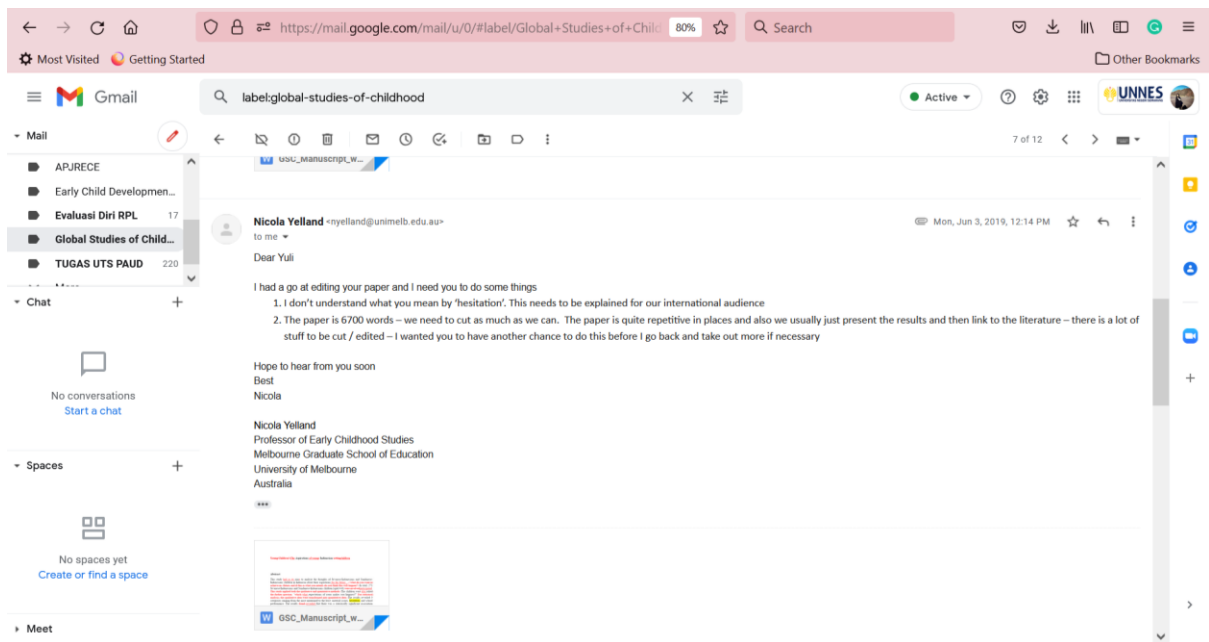
Once the revised manuscript is created, you can upload it and submit it through your Author Center.

Mengirimkan surat balasan ke Editor [26 Mei 2019]

The screenshot shows a Gmail interface with a search bar containing "label:global-studies-of-childhood". The email list on the left includes "APJRECE", "Early Child Developmen...", "Evaluasi Diri RPL", "Global Studies of Child...", and "TUGAS UTS PAUD". The selected email is from Yuli Kurniawati Sugiyono to Nicola Yelland, dated Sun, May 26, 2019, 8:39 PM. The email content reads: "Dear Prof Nicola Yelland, Editor of GSC. Thank you very much for the opportunities given to us. We really appreciate it. We will send our paper to your email soon. Warmest regards, Yuli". The sender's full name and affiliation are listed below the email body.

The screenshot shows a Gmail interface with a search bar containing "label:global-studies-of-childhood". The email list on the left is the same as in the first screenshot. The selected email is from Yuli Kurniawati Sugiyono to Nicola Yelland, dated Sun, May 26, 2019, 9:03 PM. The email subject is "Manuscript ID GSC-19-0021". The email content reads: "Dear Prof. Nicola Yelland, Editor in Chief, Global Studies of Childhood. Hope this finds you well. I am writing this email in response to your feedback to our submitted paper. On behalf of all authors, I would like to thank you for the opportunities given to us. We do really appreciate it. Here, I send the paper (word version) to you. I thank you for your kindness and willingness to assist our paper to get it to GSC publication standard. I look forward to hearing from you soon. Warmest regards, Dr. Yuli Kurniawati Sugiyono". The sender's full name and affiliation are listed below the email body.

Mendapatkan feedback dari Editor, [3 Juni 2019]



The screenshot shows a Gmail interface on a desktop browser. The address bar displays the URL: <https://mail.google.com/mail/u/0/#label/Global+Studies+of+Childhood>. The search bar contains the text "label:global-studies-of-childhood". The email is from Nicola Yelland, with the email address <nyelland@unimelb.edu.au>, dated Monday, June 3, 2019, at 12:14 PM. The subject of the email is "GSC_Manuscript_W...".

The email content is as follows:

Dear Yuli

I had a go at editing your paper and I need you to do some things

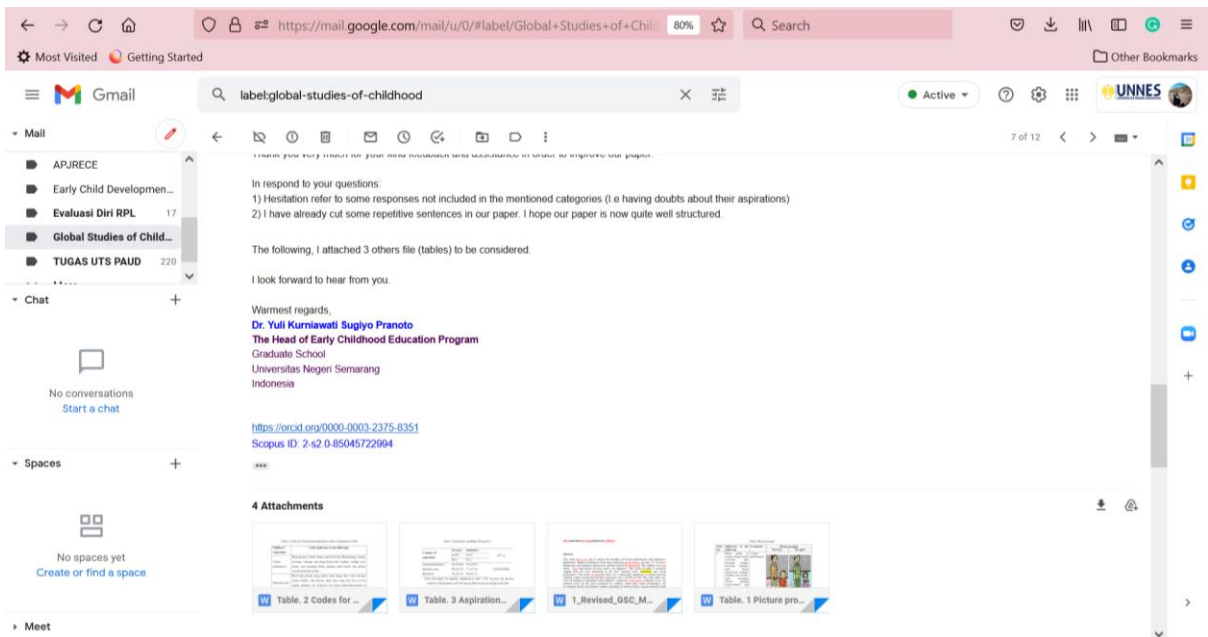
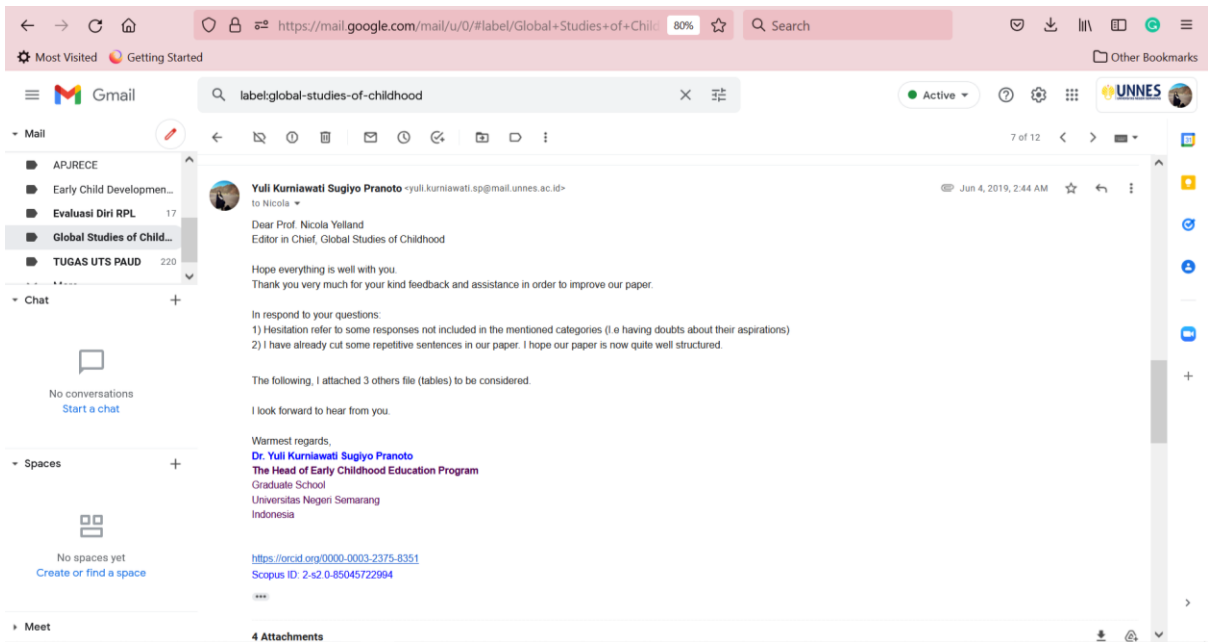
1. I don't understand what you mean by 'hesitation'. This needs to be explained for our international audience
2. The paper is 6700 words – we need to cut as much as we can. The paper is quite repetitive in places and also we usually just present the results and then link to the literature – there is a lot of stuff to be cut / edited – I wanted you to have another chance to do this before I go back and take out more if necessary

Hope to hear from you soon
Best
Nicola

Nicola Yelland
Professor of Early Childhood Studies
Melbourne Graduate School of Education
University of Melbourne
Australia

Below the text is a small thumbnail of a document titled "GSC_Manuscript_W...".

Mengirimkan artikel revisi melalui email [4 Juni 2019]



Mendapatkan feedback dari Editor [25 Juni 2019]

The screenshot shows a Gmail interface with the following details:

- Browser:** Chrome, address bar shows `https://mail.google.com/mail/u/0/#label/Global+Studies+of+Child...`
- Search:** "label:global-studies-of-childhood"
- Left Sidebar:** Mail folders include APJURECE, Early Child Developmen..., Evaluasi Diri RPL (17), Global Studies of Child... (selected), and TUGAS UTS PAUD (220). Chat and Spaces sections are also visible.
- Top Bar:** "7 of 12" and "UNNES" logo.
- Email 1 (Received):**
 - From:** Nicola Yelland <nyelland@unimelb.edu.au>
 - To:** me
 - Date:** Jun 25, 2019, 1:16 PM
 - Text:**

Hi there -- I had another go and got it down to 3900 words -- which we can do!

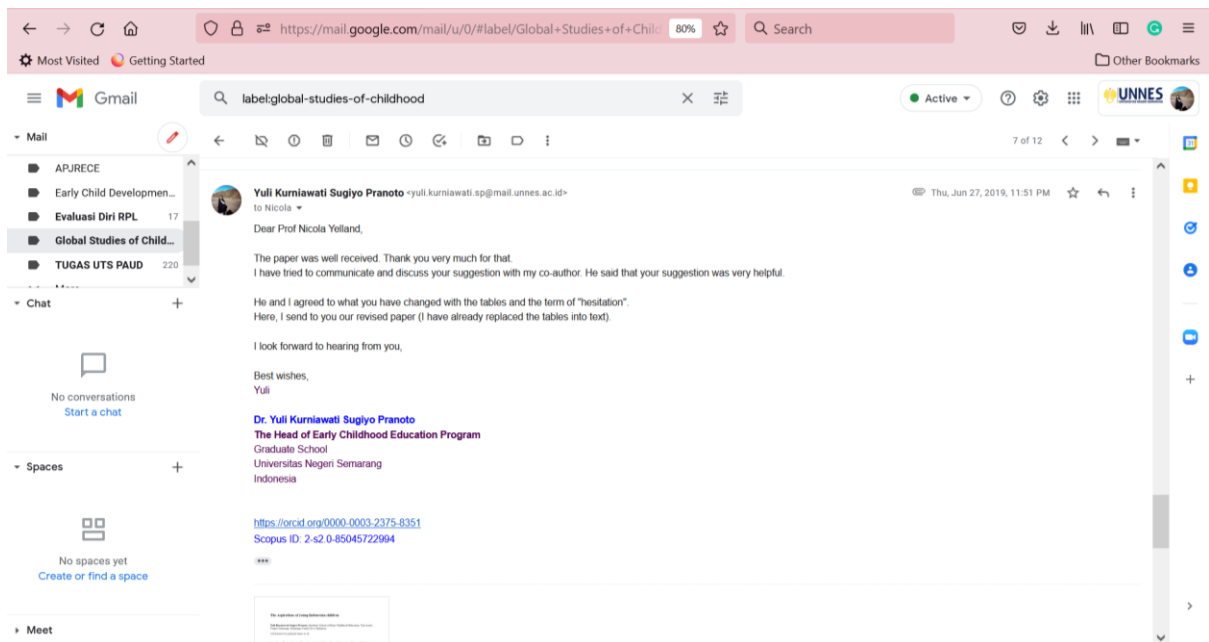
I had to change the tables and get rid of one! And replace others in text

Let me know what you think!

Best
N
 - Attachments:** 3 Attachments including "June 25Yelland EIT...", "Table. 1 Codes for ...", and "Table. 2 Aspiration..."
- Email 2 (Reply):**
 - From:** Yuli Kurniawati Sugiyono Pranoto
 - Date:** Jun 26, 2019, 9:21 AM
 - Text:**

Dear Prof Nicola Yelland, Hope this email finds you well. Many thanks and really appreciate to what have you done for us. For your information, I am afraid if t

Mengirimkan paper revisi [27 Juni 2019]



The screenshot shows a Gmail interface on a desktop browser. The address bar displays the URL: <https://mail.google.com/mail/u/0/#label/Global+Studies+of+Childhood>. The search bar contains the text "label:global-studies-of-childhood". The email is from Yuli Kurniawati Sugiyono (yuli.kurniawati.sp@mail.unnes.ac.id) to Nicola, dated Thursday, June 27, 2019, at 11:51 PM. The email content is as follows:

Dear Prof Nicola Yelland,

The paper was well received. Thank you very much for that. I have tried to communicate and discuss your suggestion with my co-author. He said that your suggestion was very helpful.

He and I agreed to what you have changed with the tables and the term of "hesitation". Here, I send to you our revised paper (I have already replaced the tables into text).

I look forward to hearing from you,

Best wishes,
Yuli

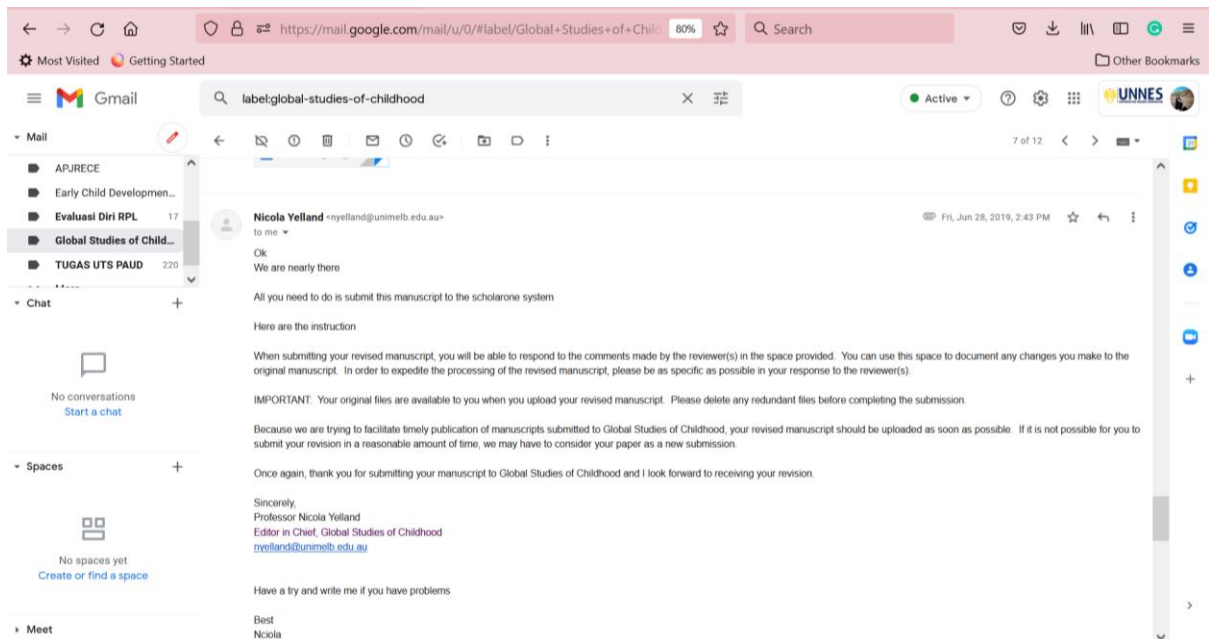
Dr. Yuli Kurniawati Sugiyono Pranoto
The Head of Early Childhood Education Program
Graduate School
Universitas Negeri Semarang
Indonesia

<https://orcid.org/0000-0003-2375-8351>
Scopus ID: 2-s2 0-85045722994

The recipient of this message may not be intended for you. If you have received this message by mistake, please notify the sender immediately by e-mail. It is requested that you do not disseminate, distribute or copy this e-mail. Please notify the sender immediately if you have received this e-mail by mistake and delete this e-mail from your system. If you are not the named addressee you should not disseminate, distribute or copy this e-mail. Please notify the sender immediately if you have received this e-mail by mistake and delete this e-mail from your system. If you are not the named addressee you should not disseminate, distribute or copy this e-mail. Please notify the sender immediately if you have received this e-mail by mistake and delete this e-mail from your system. If you are not the named addressee you should not disseminate, distribute or copy this e-mail. Please notify the sender immediately if you have received this e-mail by mistake and delete this e-mail from your system.

Respon dan

pemberitahuan dari Editor untuk mengunggah revisi paper melalui ScholarOne system [28 Juni 2019]



The screenshot shows a Gmail interface on a desktop browser. The address bar displays the URL: <https://mail.google.com/mail/u/0/#label/Global+Studies+of+Childhood>. The search bar contains the text "label:global-studies-of-childhood". The email is from Nicola Yelland <nyelland@unimelb.edu.au> and is dated Friday, June 28, 2019, at 2:43 PM. The email content is as follows:

Ok
We are nearly there

All you need to do is submit this manuscript to the scholarone system

Here are the instruction

When submitting your revised manuscript, you will be able to respond to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you make to the original manuscript. In order to expedite the processing of the revised manuscript, please be as specific as possible in your response to the reviewer(s).

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 Global Studies of Childhood, 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.

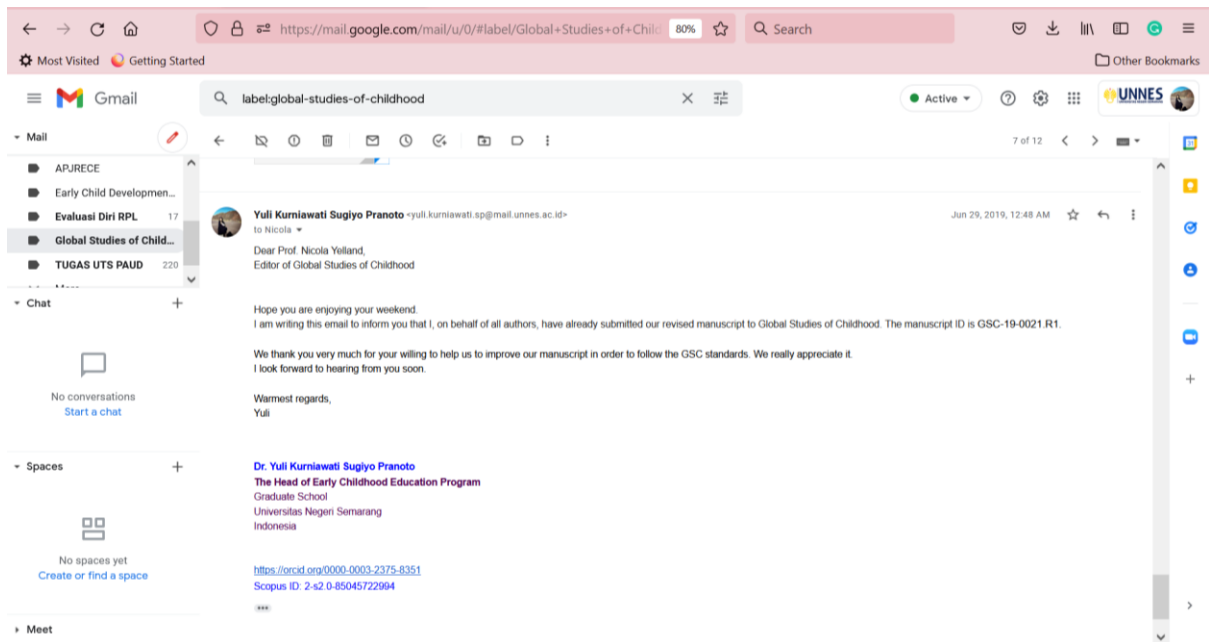
Once again, thank you for submitting your manuscript to Global Studies of Childhood and I look forward to receiving your revision.

Sincerely,
Professor Nicola Yelland
Editor in Chief, Global Studies of Childhood
nyelland@unimelb.edu.au

Have a try and write me if you have problems

Best
Nicola

Mengirimkan surat balasan ke Editor dan pemberitahuan sudah mengunggah paper melalui ScholarOne system [29 Juni 2019]



The screenshot shows a Gmail interface on a desktop browser. The address bar displays the URL: <https://mail.google.com/mail/u/0/#label/Global+Studies+of+Childhood>. The search bar contains the text "label:global-studies-of-childhood". The email is from Yuli Kurniawati Sugiyono (yuli.kurniawati.sp@mail.unnes.ac.id) to Nicola, dated June 29, 2019, at 12:48 AM. The email content is as follows:

Dear Prof. Nicola Yolland,
Editor of Global Studies of Childhood

Hope you are enjoying your weekend.
I am writing this email to inform you that I, on behalf of all authors, have already submitted our revised manuscript to Global Studies of Childhood. The manuscript ID is GSC-19-0021.R1.

We thank you very much for your willing to help us to improve our manuscript in order to follow the GSC standards. We really appreciate it.
I look forward to hearing from you soon.

Warmest regards,
Yuli

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: 2-42 0-85045722994

Mengunggah revisi artikel [29 Juni 2019]

■ Mendapatkan ID paper GSC-19-0021.R1

The screenshot shows a Gmail interface with an email from 'Global Studies of Childhood' dated June 29, 2019. The email subject is 'Global Studies of Childhood GSC-19-0021.R1'. The sender is 'onbehalfof@manuscriptcentral.com'. The recipient is 'me, jhong'. The email content includes a congratulatory message for the submission of a revised manuscript titled 'The Aspirations of young Indonesian children', the manuscript ID 'GSC-19-0021.R1', and instructions on how to track the manuscript's status and use ORCID IDs. The interface also shows a sidebar with folders like 'Mail', 'Chat', 'Spaces', and 'Meet', and a search bar at the top.

Global Studies of Childhood GSC-19-0021.R1

Global Studies of Childhood <onbehalfof@manuscriptcentral.com>
to me, jhong
28-Jun-2019

Dear Dr. Sugyo Pranoto:

Your revised manuscript entitled "The Aspirations of young Indonesian children" has been successfully submitted online and is presently being given full consideration for publication in Global Studies of Childhood.

Your manuscript ID is GSC-19-0021.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 ScholarOne Manuscripts at <https://mc.manuscriptcentral.com/gsc> and edit your user information as appropriate.

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

As part of our commitment to ensuring an ethical, transparent and fair peer review process SAGE is a supporting member of ORCID, the Open Researcher and Contributor ID (<https://orcid.org>). We encourage all authors and co-authors to use ORCID IDs during the peer review process. If you already have an ORCID ID you can link this to your account in ScholarOne just by logging in and editing your account information. If you do not already have an ORCID ID you may login to your ScholarOne account to create your unique identifier and automatically add it to your profile.

Thank you for submitting your manuscript to Global Studies of Childhood.

Sincerely,
Global Studies of Childhood Editorial Office

Pemberitahuan artikel telah dinyatakan *accepted* [30 Juni 2019]

The screenshot shows a Gmail interface on a desktop browser. The address bar displays the URL: <https://mail.google.com/mail/u/0/#label/Global+Studies+of+Childhood>. The search bar contains the text "label:global-studies-of-childhood". The left sidebar shows a list of labels: "APJRECE", "Early Child Developmen...", "Evaluasi Diri RPL" (17), "Global Studies of Child..." (selected), and "TUGAS UTS PAUD" (220). Below the labels are sections for "Chat" (no conversations) and "Spaces" (no spaces yet). The main content area displays an email from "Global Studies of Childhood" (mailto:nonbehalf@manuscriptcentral.com) dated "29-Jun-2019". The email subject is "Global Studies of Childhood - Decision on Manuscript ID GSC-19-0021.R1". The body of the email reads: "Dear Dr. Sugijo Pranoto. It is a pleasure to accept your manuscript entitled 'The Aspirations of young Indonesian children' in its current form for publication in Global Studies of Childhood. Thank you for attending to all the changes that we have discussed in our emails. Your colloquium will go online first and then be allocated to volume 10 No 2 - which will be published in June of 2020. Thank you for your fine contribution. On behalf of the Editors of Global Studies of Childhood, we look forward to your continued contributions to the Journal. Sincerely, Professor Nicola Yelland, Editor in Chief, Global Studies of Childhood". At the bottom of the email, there are "Reply" and "Forward" buttons.

Permintaan mengisi *Contributor Form* [30 Juni 2019]

The screenshot shows a Gmail inbox on a desktop browser. The email is from 'Global Studies of Childhood' and is titled 'ACTION REQUIRED: Global Studies of Childhood Contributor Form'. The email content informs the recipient that their manuscript has been accepted for publication and that they must complete a contributor form to proceed. A direct link to the form is provided. The email is dated June 29, 2019, at 10:39 AM. The sender is identified as I-Fang Lee from the Global Studies of Childhood Editorial Office. The interface includes a left sidebar with folders like 'Mall', 'Chat', 'Spaces', and 'Meet', and a top navigation bar with search and account options.

Browser address bar: <https://mail.google.com/mail/u/0/#label/Global+Studies+of+Childhood>

Gmail search bar: [label:global-studies-of-childhood](#)

Mail folder: **Global Studies of Child...**

Chat status: No conversations. [Start a chat](#)

Spaces status: No spaces yet. [Create or find a space](#)

Meet status: Meet

5 of 12

ACTION REQUIRED: Global Studies of Childhood Contributor Form External | Inbox x | Global Studies of Childhood x

Global Studies of Childhood <onbehalfof@manuscriptcentral.com>
to me
29-Jun-2019

Sun, Jun 30, 2019, 10:39 AM

Dear Dr. Yuli Kurniawati Sugiyono Pranoto,

Your manuscript "The Aspirations of young Indonesian children" has been accepted for publication in Global Studies of Childhood.

In order for SAGE to proceed with publication of your article, you must complete a Contributor Form.

You should review and complete the form online at the journal's SAGE track site. The following link will take you there directly.

https://mc.manuscriptcentral.com/gsc?URL_MASK=fb53f55f1d24d8c9639a8b40542b348

Please note that without a completed agreement, we are unable to proceed with publication of your article.

If you have any questions please contact the Editorial Office.

With best wishes,
I-Fang Lee
I-fang.lee@newcastle.edu.au
Global Studies of Childhood Editorial Office

Reply Forward

Permintaan *proofread* paper dan mengisi *copyright form* [5 Agustus 2019]

The screenshot shows a Gmail interface with a search bar containing 'label:global-studies-of-childhood'. The email is from 'Sage Proofs' to 'me, nicola.yelland, Sue.Saltmarsh, Kiran.Yadav, I-fang.lee'. The subject is 'Page proof for Global Studies of Childhood - GSC 869704'. The email body contains the following text:

Dear Yuli Kurniawati Sugiyono Pranoto,

I attach the proof of your article which is to be published in *Global Studies of Childhood*.

It is SAGE's aim to publish your work as quickly as possible. Could you therefore please read, correct and return this proof to me within 3 working days. This proof represents your final opportunity to review your article prior to its publication, so do please read through this information carefully.

Please return corrections to me by email, ideally by annotating the PDF (see guidelines on the first page of your proof). This is the method that is currently the fastest and most reliable for transmitting your corrections to the typesetter. If you are unable to do this, please email your changes in the form of a list (including page number, paragraph and line in which the correction has to be made).

This proof has not been read in-house before being sent to you, but it should be accurate in respect of the copy supplied, apart from changes to fit the journal style.

Please read the proof very carefully for literals and for any errors of fact, missing elements of notes or references etc., that need to be inserted before we go to press. I would like to stress, however, that this is not the stage for rewriting your article or for making changes that would necessitate reformatting the pages or affect the final extent of your piece.

Also, could you please read and then complete the attached copyright form and send it to me along with your corrections.

When we are ready for online publication you will be sent an email with your article URL. This will enable you to obtain online access to the abstract (where available) and the full text.

To receive notification of when your article and all new journal content are published, sign up to our Contents Alert service at <http://gsc.sagepub.com/cgi/alerts>.

Finally, we hope you are pleased with your proof and thank you for your co-operation.

Best regards,

The screenshot shows the same Gmail interface, but the email body is partially obscured by contact information and attachments. The visible text includes:

Best regards,

Kiran Yadav
Production Editor

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2 Attachments

- GSC869704.pdf
- SAGE ExclusiveLic...

Mengirimkan kembali *proof read* dan *copyright form* pada *Production Editor* [7 Agustus 2019]

The screenshot shows a Gmail interface on a desktop browser. The address bar displays the URL: <https://mail.google.com/mail/u/0/#label/Global+Studies+of+Childhood>. The search bar contains the text "label:global-studies-of-childhood". The email is from Yuli Kurniawati Sugiyono (yuli.kurniawati.sp@mail.unnes.ac.id) to gsc-proofs. The subject is "Dear Kiran Yadav" and the recipient is "Production Editorial Team". The email body contains the following text:

The following I attached **completed and signed copyright form along with corrected file**.
I look forward to hearing from you.

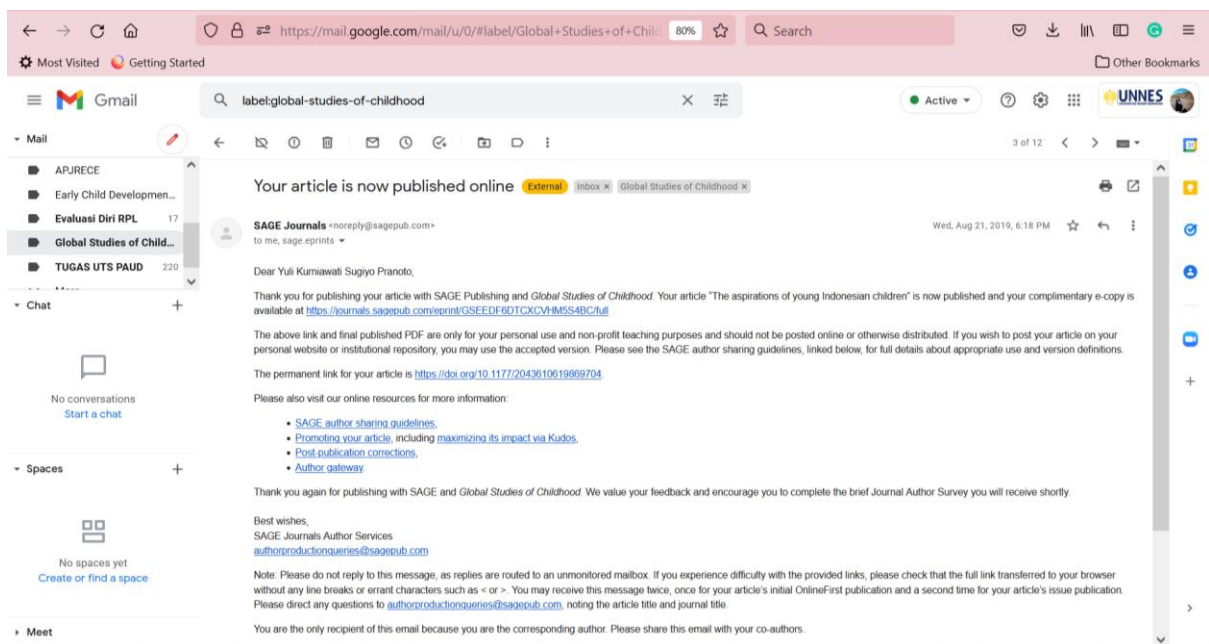
Best regards,
Dr. Yuli Kurniawati Sugiyono Pranoto
The Head of Early Childhood Education Program
Graduate School
Universitas Negeri Semarang
Indonesia

A link to an ORCID profile is provided: <https://orcid.org/0000-0003-2375-8351> with Scopus ID: 2-s2.0-85045722904.

There are four attachments listed at the bottom of the email:

- Correction_GSC_86...
- R_Table 2 Aspirati...
- Signed_SAGE Exclu...
- GSC869704_edited...

Pemberitahuan artikel telah dipublikasikan secara online [21 Agustus 2019]



The screenshot shows a Gmail interface on a desktop browser. The address bar displays the URL: <https://mail.google.com/mail/u/0/#label/Global+Studies+of+Childhood>. The search bar contains the text "label:global-studies-of-childhood". The email list on the left shows several messages, with "Global Studies of Child..." selected. The main content area displays an email from "SAGE Journals" with the subject "Your article is now published online". The email body contains the following text:

Dear Yuli Kurniawati Sugiyono Pranoto,

Thank you for publishing your article with SAGE Publishing and *Global Studies of Childhood*. Your article "The aspirations of young Indonesian children" is now published and your complimentary e-copy is available at <https://journals.sagepub.com/epdf/10.1177/2043610619869704>

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Thank you again for publishing with SAGE and *Global Studies of Childhood*. We value your feedback and encourage you to complete the brief Journal Author Survey you will receive shortly.

Best wishes,
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Note: Please do not reply to this message, as replies are routed to an unmonitored mailbox. If you experience difficulty with the provided links, please check that the full link transferred to your browser without any line breaks or errant characters such as < or >. You may receive this message twice, once for your article's initial OnlineFirst publication and a second time for your article's issue publication. Please direct any questions to authorproductionqueries@sagepub.com, noting the article title and journal title.

You are the only recipient of this email because you are the corresponding author. Please share this email with your co-authors.

Permintaan mengisi *author survey* [22 Agustus 2019]

The screenshot shows a Gmail interface on a desktop browser. The browser's address bar displays the URL: <https://mail.google.com/mail/u/0/#label/Global+Studies+of+Childhood>. The Gmail search bar contains the text "label:global-studies-of-childhood". The email being viewed is titled "Author survey for Global Studies of Childhood" and is from "UK SAGE Author Services" (author.services@sagepub.co.uk), dated Thursday, August 22, 2019, at 12:59 PM. The email content is as follows:

Dear Author,

Thank you for choosing to publish The Aspirations of young Indonesian children in Global Studies of Childhood.

To help ensure SAGE and Global Studies of Childhood provide the best possible service to their authors, we would greatly value your completion of a short questionnaire about your publishing experience for this article.

Simply [click here](#) to access the questionnaire.

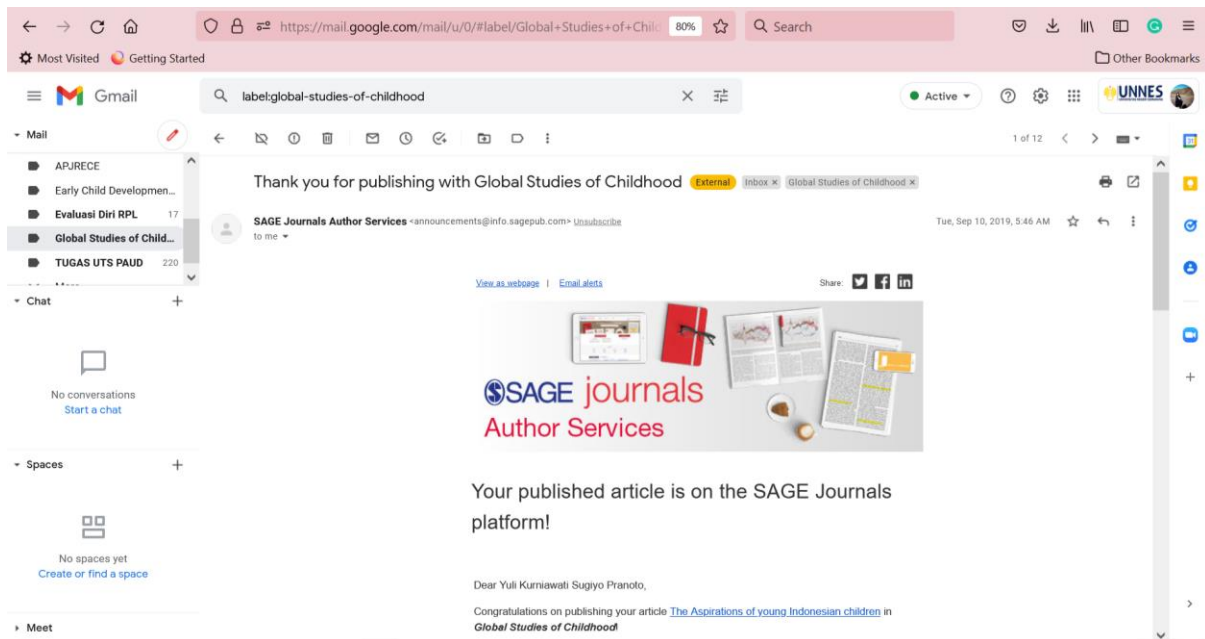
We really appreciate you taking the time to give us your feedback and hope you will choose to publish with SAGE again.

With thanks and best wishes,

Kiran Yadav
www.sagepub.com

At the bottom of the email, there are "Reply" and "Forward" buttons. The left sidebar of the Gmail interface shows a list of labels: APJRECE, Early Child Developmen..., Evaluasi Diri RPL (17), Global Studies of Child... (220), and TUGAS UTS PAUD. The "Chat" and "Spaces" sections are currently empty.

Ucapan selamar dari Sage Journal Author Services bahwa artikel telah terpublikasi pada jurnal *Global Studies of Childhood* [10 September 2019]





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

Global Studies of Childhood - Account Created in ScholarOne Manuscripts

Global Studies of Childhood <onbehalf@manuscriptcentral.com>

Tue, May 14, 2019 at 6:24 AM

Reply-To: i-fang.lee@newcastle.edu.au

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

13-May-2019

Dear Dr. Sugiyono Pranoto:

Welcome to Global Studies of Childhood - ScholarOne Manuscripts site for online submission and review.

Your USER ID for your account at <https://mc.manuscriptcentral.com/gsc> is as follows:

USER ID: yuli.kurniawati.sp@mail.unnes.ac.id

If you are unsure of the password that you set when you created your account you should click the link below which will take you directly to the option for setting a new password.

https://mc.manuscriptcentral.com/gsc?URL_MASK=fac4c8a53f6343d1af19d0445baca8e1

Please note that your PASSWORD is case-sensitive.

Thank you for your participation.

Sincerely,
Global Studies of Childhood Editorial Office



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

Global Studies of Childhood GSC-19-0021

Global Studies of Childhood <onbehalfof@manuscriptcentral.com>

Tue, May 14, 2019 at 6:52 AM

Reply-To: i-fang.lee@newcastle.edu.au

To: yuli.kurniawati.sp@mail.unnes.ac.id, jhong@mail.ccnu.edu.cn

13-May-2019

Dear Dr. Sugiyo Pranoto:

Your manuscript entitled "Young Children's Aspirations: Indonesian setting" has been successfully submitted online and is presently being given full consideration for publication in Global Studies of Childhood.

Your manuscript ID is GSC-19-0021.

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 ScholarOne Manuscripts at <https://mc.manuscriptcentral.com/gsc> and edit your user information as appropriate.

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Thank you for submitting your manuscript to Global Studies of Childhood.

Sincerely,
Global Studies of Childhood Editorial Office



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

Manuscript ID GSC-19-0021

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

Sun, May 26, 2019 at 9:03 PM

To: nyelland@unimelb.edu.au

Dear Prof. Nicola Yelland
Editor in Chief, Global Studies of Childhood

Hope this finds you well.

I am writing this email in response to your feedback to our submitted paper. On behalf of all authors, I would like to thank to you for the opportunities given to us. We do really appreciate it.

Here, I send the paper (word version) to you.

I thank you for your kindness and willingness to assist our paper to get it to GSC publication standard.

I look forward to hearing from you soon.

Warmest regards,

Dr. Yuli Kurniawati Sugiyo 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](https://scopus.com/authorid/2-s2.0-85045722994)



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169K



Young Children's Aspirations: Indonesian setting

Journal:	<i>Global Studies of Childhood</i>
Manuscript ID	Draft
Manuscript Type:	Empirical Article
Keywords:	aspirations, young children, Javanese-Indonesian, Sundanese-Indonesian
Abstract:	<p>This study aims to analyze the thoughts of Javanese-Indonesians and Sundanese-Indonesians children in Indonesia about their aspirations: "what do you want to achieve in future, and if this is what you intend, do you think this will happen?" In total, 271 Javanese-Indonesians and Sundanese-Indonesians children (aged 4-6) were involved. This study applied both the qualitative and quantitative methods. The children were asked the further question: "which expectations of yours makes you happiest?" For statistical analysis, the qualitative data were transformed into quantitative data. The results revealed 3 categories ranging from the most mentioned to the least: material issues, hesitation, and school performance. The results found that there was a statistically significant association between children's ethnic background and their aspirations, $\chi(1) = 10.089, p=.006$. This study offers new ways of thinking in examining young children's aspirations regarding ethnicity issues. As material issues are the most mentioned by students rather than school performance, the government should consequently conduct campaigns to build awareness among educators (both teachers and parents) that the purpose of education is to stimulate hopefulness (having aspirations for future).</p>

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Young Children's Aspirations: Indonesian setting

Abstract

This study aims to analyze the thoughts of Javanese-Indonesians and Sundanese-Indonesians children in Indonesia about their aspirations: "what do you want to achieve in future, and if this is what you intend, do you think this will happen?" In total, 271 Javanese-Indonesians and Sundanese-Indonesians children (aged 4-6) were involved. This study applied both the qualitative and quantitative methods. The children were asked the further question: "which expectations of yours makes you happiest?" For statistical analysis, the qualitative data were transformed into quantitative data. The results revealed 3 categories ranging from the most mentioned to the least: material issues, hesitation, and school performance. The results found that there was a statistically significant association between children's ethnic background and their aspirations, $\chi(1) = 10.089$, $p=.006$. This study offers new ways of thinking in examining young children's aspirations regarding ethnicity issues. As material issues are the most mentioned by students rather than school performance, the government should consequently conduct campaigns to build awareness among educators (both teachers and parents) that the purpose of education is to stimulate hopefulness (having aspirations for future).

Keywords: aspirations, young children, Javanese-Indonesians, Sundanese-Indonesians, Indonesian, cross-cultural.

Introduction

Aspiration reflects one's desire to achieve something. Previous studies have indicated that success in achieving aspirations positively affects someone's prosperity since it boosts satisfaction and self-efficacy (Bandura, 1997; Eccles, Adler, Futterman, Coff, Kaczala, Meece, & Midgley, 1983). Specifically, aspirations that meet the challenges and demands of a certain life stage, or a certain situation could contribute to one's happiness (Nurmi & Salmela-Aro, 2002). A previous study of 12-14 year-old-children showed that children with higher aspirations, compared to those with lower aspirations, would have less insecurity and depression (Boxer, Goldstein, Delorenzo, Savoy, & Mercado, 2010).

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2
3 Compared to other domains of life, the aspirations of children above the age of 5 years
4 old tend to be about what professions they want to follow (Auger, Blackhurst, & Herting, 2005).
5
6 Even so, it does not mean that they are ignoring the other domains of life. Gottfredson (1981)
7
8 reports that children above five years old no longer dream of becoming a certain animal or
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10 fantasy character. Some previous studies have indicated that children aged 4 years old have the
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12 verbal and memory ability not only to retell past events but also to make predictions about the
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14 future (Schult and Wellman, 1997; Rakoczy, Warneken, and Tomasello, 2007; Mason & Danby,
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16 2011). These two skills are not gained from classroom exercises or narrative skills. A study by
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18 Wang (2001) indirectly indicates that children aged 3 are capable of predicting and picture
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20 themselves in future conditions.
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27 Other study by Atance & Meltzoff, (2005) finds that children below 5 years old have
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29 some difficulties in portraying themselves in the future. For children above 7 years old, they start
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31 to be able to imagine themselves in the future, but their aspirations oscillate from reality to
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33 fantasy (Seginer, 2009).
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37 Several previous studies have indicated a gap between those results. Some reveal that
38
39 young children above five years old have the capability to share their future aspirations in more
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41 concrete way (Gottfredso, 1981; Schult and Wellman, 1997; Wang, 2001; Mason & Danby, 2011)
42
43 whereas other studies show the opposite (Atance & Meltzoff, 2005; Seginer, 2009).
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47 Further, although aspiration is an interesting topic for research, most studies tend to
48
49 focus on aspirations becoming the determining factor in children's school performance
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51 (Goodman, Gregg, & Washbrook, 2011; St Clair & Benjamin, 2011; Gorard, See, & Davies,
52
53 2012; Rose & Baird, 2013; St Clair, Kintrea, & Houston, 2013) and on the level of these
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3 aspirations (Croll, Attwood, & Fuller, 2010), instead of what children's aspirations are.
4
5 Moreover, previous studies on children's aspirations were more likely to focus on educational
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7 aspirations (Strand, 2011; Strand & Winston, 2008), and career aspirations (Rose and Baird,
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9 2013; Gutman and Schoon, 2012).
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13 In conclusion, there is limited study available that discusses the aspirations of young
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15 children. There is clearly a necessity to conduct more studies in order to gain a more informative
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17 discussion of young children's aspirations. Since children have unique perspectives, different
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19 from adults, we need to listen to the children's views and experiences as they are key factors that
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21 influence children's lives.
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25 Children's aspirations are culture- specific. In England, children from ethnic minorities
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27 tend to have higher aspirations in terms of education and occupation compared to white children
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29 (Croll et al., 2010). Culture or ethnic background should be considered when conducting
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31 research exploring the aspirations of children.
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35 Based on previous literature, most empirical studies in cross cultural setting that are more
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37 focused on the level of aspirations rather than what to do with children aspirations. A study
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39 which explore children aspiration was done by Thoilliez (2011). Therefore, a review must be
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41 made on the difference of aspirations in each cultural group. It is necessary to conduct a study in
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45 **Indonesia as part of Eastern world.**

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47

48 The World Happiness Report (2017), which ranked 155 countries by their happiness
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50 level, the report has puts Indonesia in the category of a happy country in the Asian region. This
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52 fact reveals that only a limited amount of research explores the Indonesian children's happiness.
53
54 Based on a previous study, aspirations that match the challenges and demands of a particular life
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3 stage or situation contribute to the happiness of the individual (Nurmi & Salmela-Aro, 2002). It
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5 is, therefore, necessary to discuss Indonesian **children's aspirations as thoughts about their**
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7 **goals in life.**
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11 In response to some previous studies, we have conducted this study to have a
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13 comprehensive understanding of Indonesian (Javanese-Indonesians and Sundanese-Indonesians)
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15 children's aspirations as these are assumed to be different among different ethnic groups. This
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17 research implements the qualitative method as the best way to investigate what and how young
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19 students think. This allows the researcher to formulate the data into quantitative data for
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21 statistical analysis purposes. This study will help parents, teachers, and other educators in
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23 guiding their children down the path towards their aspirations so that children will have a good
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25 childhood and a set of hopes for their future as adults.
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33 *Purpose of Studies*

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36 The purpose of this study was to describe aspirations from the perspectives of Javanese
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38 Sundanese- Indonesian young children (aged 4-6 years old). The following research questions
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40 were addressed:
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44 What are Javanese Sundanese- Indonesian children's aspirations? What do they want to achieve
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46 in future?
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49 Is there any difference of children's aspirations from the ethnic perspective?
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Methods

This study contributes to the literature regarding children's aspirations and helps to better understand how children's aspirations are culture-specific in two ways:

by using the qualitative method to attempt to make sense of and interpret young children's perspectives of their aspirations, studying children from two different ethnic groups (Javanese-Indonesians and Sundanese-Indonesians)

by coding and transforming the qualitative data of children's responses to questions about their aspirations, into quantitative data and then, by running this quantitative data to identify the differentiation of children's aspirations among different ethnic groups.

Participants

The study involved 271 children ($M=4.54$, $SD=4.99$ years of age). Those children were drawn from various kindergartens in Indonesia. 134 of these children were Javanese-Indonesians and 137 were Sundanese-Indonesians. These two cohorts are from different ethnic groups and live separately from each other. The research was carried out in Javanese-Indonesians (the biggest ethnic group in Indonesia) followed by Sundanese-Indonesians. Only **children, who had informed consent from their parents, were involved.**

Most Javanese-Indonesians are native inhabitants living on Java Island, especially in Yogyakarta and Central Java; Sundanese-Indonesians people, on the other hand, are native inhabitants of West Java (Bandung).

Interview

For qualitative purposes, this study conducted an interview with the children, individually. It used open-ended questions even though it was realized that some questions in the questionnaire required certain levels of reading comprehension and concentration that are not exactly the right measuring instrument for children (Chaplin, 2009). The children had different levels of reading comprehension and concentration.

Students were asked about recent important goals that were quite meaningful and pleasurable to them. The interview questions, regarding their aspirations, were made on the basis of what a child hoped would happen in the future. The goal was to go beyond the simple measurement of how much hope they exhibited.

This research emphasizes the qualitative approach in which the researcher probes deeper to explore the responses from students and their aspirations. The interview uses a single open-ended question “what do you want to achieve in your future, and if this is what you intend, do you think this will happen?”. The children were asked the further question: “which expectations of yours makes you happiest?” This study used the *Bahasa* as it is used as the official language used in every school. The interview question was asked as follows: “*Apa yang ingin kamu raih di masa depanmu? Apakah kamu berpikir hal tersebut akan terjadi? Diantara beberapa keinginanmu ini manakah yang sekiranya membuatmu paling bahagia?*”

This study used pictures to investigate what young students’ goals in their life are and how they were going to achieve them. The story behind each picture was analyzed to answer questions of the set of goals in a student’s life. Students listened to the instruction before telling their stories, “*This is X or Y. You will see him or her in the photograph. He or she sets a number*

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3 *of hopes that will happen in his/her future. Now imagine you were him or her. What do you think*
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5 *will happen in your future that you want to achieve for your own future? Choose only one, the*
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7 *one that fits you!”.*
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11 This study gained qualitative data in the form of narrations. Students were asked to give
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13 responses to a question and tell stories of what they saw in the pictures they had chosen.
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17 For statistical analysis, the data from the study was then transformed into quantitative data.
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19 To run a statistical analysis, dependent and independent variables were identified as follows:
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22 23 24 25 **Dependent variables:**

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28 Aspirations: the variables were coded from the children responses into three categories:
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30 school performance; material issues; and hesitation. These were coded as: (1) for school
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32 performance; (2) for material issues; and (3) for hesitation.
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39 **Independent variables**

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42 Ethnic origin: This variable was coded into two categories: Javanese-Indonesians and
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44 Sundanese-Indonesians. Ethnic origin was coded as: (1) for Javanese-Indonesians and (2) for
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46 Sundanese-Indonesians.
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50 The chi-square was applied to test the following hypotheses: There is a difference in the
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52 student's report depending on what goals they think they would feel the happiest about from an
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54 ethnic perspective.
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Approvals and informed consent

Principals from different public kindergartens in Bandung and Yogyakarta 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 children was presented with a packet to take home. It contained a covering letter seeking the parent's informed consent. Once it was agreed to, it was sent back to the school. Before the interview session, children were briefed with a standardized explanation of the study.

Timing, recording, and field notes

Before interviewing students, the researcher conducted observations at the school a few days before , not only to gain a better picture of the students' daily life, but also to accustom the students to the presence of researchers. It took around 15 - 30 minutes on average to interview each student although in some cases, students needed a shorter or even longer interview time. Therefore, the policy was to set 60 minutes/student. In some extreme cases, some students needed an even longer time and had to be accompanied by their friends.

This research only managed to have one session of interview per student 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 researcher made field notes. These notes were very important for the process of analysis.

Interview settings

In this study, data collection was carried out in many settings but still within the school's vicinity. The researcher had secured permission from the schools to conduct interviews during school hours. There was only one school that only allowed interviews during recess. Interview

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3 settings varied from an unused classroom, a public hall for special events, the teachers' room, a
4 gazebo, a hallway and even a school playground. These settings were made as comfortable and
5 as least intimidating as possible. They were made to be as natural as possible.
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10 *Instrument changes*

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14 Based on the preliminary study conducted on 30 children earlier (15 children from each
15 ethnic background), the interview procedure had been slightly adjusted. This alteration was the
16 addition of picture prompts so children could come up with their own answers. The additions
17 were made not because children failed to understand the question, but because the children
18 needed more time to adjust themselves to the new individual before them.
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26 Prior to the interview process, the researcher conducted a pilot study involving 30
27 children, with 15 children representing each ethnic category. The results of a pilot study
28 produced 5 categories. The most- mentioned category was material issues followed by school
29 performance, hesitation, job concerns, and magical thinking/cartoon figures. Further, this pilot
30 study indicated that several children had a slight reluctance in answering the questions. A non-
31 familiar interviewer might have been the cause of this. Therefore, pictures representing 4 of the
32 categories (**minus the hesitation category**) were provided as stimuli should children have
33 difficulties in providing proper responses. Each picture depicts a different situation along with
34 its caption (see table 1 below).
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48 [insert table 1. here]
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51 In cases where the pictures do not really help, then those children are excluded from the
52 list of respondents. The main study indicates that children's responses are coded into 3 of the 7
53 categories.
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Confidentiality

Documents of informed consent, the identity of children (code names), recordings, questionnaires, notes, and transcriptions from each interview were kept in an enclosed locker which only the researcher has access to. When all the process of interview was done, the researchers transcribed all the recorded and noted interviews with a PC. The data of the children were encoded to ensure their security.

Aspirations and Culture

When expressed by children, aspirations are usually statements of abstract values and are the beliefs of a well-planned future (commonly about education and/or occupation), such as the level of education that they want to achieve. According to Wyman, Cowen, Work & Kerley (1993), future aspirations are parts of self-experience in children's present lifetimes along with their attitudes and feelings that they perceive towards the world. Aspirations, along with the emotional state and habits of someone, influence the choice of selections and their achievement in the future.

According to Marjoribanks (1998), aspirations are defined as idealistic values and a reality that might be relevant to their mobility in the future. Gorard, See, & Davies (2012) defined aspiration as someone's desire of what will happen in the future. It can be concluded that children's aspirations are what the children want to happen in the future. Aspirations here means that children have hopes for a brighter future.

Culture needs to be considered when studying about aspirations. Based on a study in England, children from ethnic minorities showed higher aspirations in terms of education and occupation compared to white children (Croll, Attwood, & Fuller, 2010). The parents'

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3 educational backgrounds, occupations, salaries and also their aspirations for their children are
4 strongly correlated to the children's aspirations (Mau & Bikos, 2000; Schoon, Martin, & Ross,
5 2007). Thus, if parents are depressed, this could influence, either directly or indirectly, their
6 parenting style and affect the children's optimism and external locus of control.
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13 Aspirations, along with one's emotional state and *behaviour*, influence the choice of
14 selections and how they act on these in the future. It is proven that success in achieving
15 aspirations positively affects someone's happiness since it boosts their satisfaction and self-
16 efficacy (Eccles et al., 1983; Bandura, 1997). This happens especially to aspirations created by
17 demands and/or challenges.
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26 This difference can be explained in terms of hope since the aspirations themselves mean
27 having a high level of hope for the future. Regarding hope, Lopez, Gariglietti, McDermott,
28 Sherwin, Floyd, & Rand (2000) state that the issue of cultural background needs to be considered
29 in research on hope. Callahan (2000) reports a difference in children's levels of hope between
30 cultural groups. Contrary to this, Snyder, Hoza, Pelham, Rapoff, Ware, & Danovsky (1997)
31 indicate that there is no difference in the level of hope of children from various minority groups
32 (for example, African Americans, Caucasians American, and Hispanic American), in line with
33 Miller (1992), and Holt & Reeves (2001), who report the same findings. Based on previous
34 studies, there is a divergence in results, some showing difference while others show no
35 difference. Therefore, more studies need to be done to enrich the study of aspirations and culture.
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49 Previous research was more about measuring the level of hope in intercultural settings, not
50 on the matters considered the source of children's aspirations. One of the researches exploring
51 the sources of children's aspirations was conducted by Thoilliez (2011). In his research, there
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3 were several responses emerged when children were asked "to what do their children attribute
4 their aspiration for future?", including the dominant ones such as job concerns, continuity and
5 security, emancipation, material issues, values, magical thinking, and school performance /
6 achievement. Child's responses vary depending on a number of factors and conditions in a
7 community group. Whether or not a child is willing to describe his aspirations depends on how
8 he will express his different ways of being in the presence of different people (Shipman, Zeman,
9 Nesin, & Fitzgerald, 2003).
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20 Research by Wang (2001) indicates that children of 3 years old are capable of
21 communicating the causes of their varied emotions influenced by values within their family.
22 Conversations among American mothers and their toddlers reveal an 'emotion-explaining style',
23 where the mothers provide comprehensive explanations on the issue that trigger different
24 feelings in their children. In contrast, the conversations between Chinese mothers and their
25 toddlers are 'emotion-criticizing style', focusing on the instilling proper behavior in accordance
26 with norms and values and being less focused on happiness itself.
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37 Mother-child communication style will affect how a child expresses their feelings. Ideally,
38 at pre-school age, children are able to correctly, clearly, and precisely reflect their feelings in
39 verbal language (Denham, Zoller, & Couchoud, 1994; Stein & Liwag, 1997). Children having
40 communication style that emphasizes children's feelings will tend to be open. Therefore, research
41 conducted in Western countries emphasizes that children as young as 18 months should be
42 conditioned to be involved and participate in discussions with their families concerning the
43 emotions they feel.
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3 Unfortunately, such situations rarely happen in Indonesian families. According to Moffatt
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5 (2012), the communication style among family members in Indonesia tends to avoid the cause of
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7 shame and may not directly disagree or say "No." Rubin and Chung (2013) state that the
8
9 relationship between mother and child in Indonesia and Germany indicate a low level of self-
10
11 disclosure. Mother-child communication style in Indonesia tends to be closed style. Self-
12
13 disclosure is rarely acceptable in Indonesian culture with collectivist mothers (Rubin & Chung,
14
15 2013). The results of two studies conducted in Indonesia showed that 35% of students revealed
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17 themselves openly, while 4050% of students revealed themselves less openly. While the second
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19 study, shows that only 24.55% of students are skilled in opening up themselves, while most of
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21 the 43.63% students are less skilled at opening up themselves (Gainau, 2009).
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27 Furthermore, the Sundanese and the Javanese are the two tribes in Indonesia and both
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29 tend to be collectivism. However, mother-child communication styles in Javanese and Sundanese
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31 families do not necessarily have the same level of self-disclosure. Brehm (1992) explains that
32
33 culture has a big role in educating one's self-disclosure behavior. Suseno and Reksusilo (1983)
34
35 state that in Javanese culture a child from childhood has been trained to be affiliated and
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37 conformist, especially for girls who are required to be passive, accept what they are and
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39 submissive. Besides that, there is a principle of life that is held by the Javanese people who
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41 determine the pattern of association which is the principle of harmony and respect (Magnis-
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43 Suseno, 1985). These things cause low level of openness of Javanese children.
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49 Javanese children tend to value harmony in the family, thus minimizing conflict with
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51 parents, and are low in self-disclosure (Rubin & Chung, 2013). Furthermore, in Javanese culture
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53 Suseno and Reksosusilo (1983), assumed that people who are silent or closed are considered
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3 good and still taboo, because self-disclosure is seen as a gesture of arrogance, loftiness,
4 conceitedness, etc. This cultural value will continuously be adhered by individuals.
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9 In the Sundanese families, children inherit noble cultural values that emphasize respect for
10 people with higher social status. People will compete to get high social status. Children who are
11 not confident that they will get high social status tend not to be open to others. They worry about
12 other people's judgment that may bring them down. They lack of student self-disclosure. This
13 can be identified from symptoms such as not being able to express opinions, not being able to
14 express their ideas, feeling anxious or afraid to express something (Johnson, 1990).
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24 Furthermore, Indonesia is known as a developing country. One of the characteristics of a
25 developing country is that most parents spend much of their time to work. They don't need to
26 spend enough time to mingle with their children who then spend most of their free time watching
27 television full of TV commercials. As a result, they are influenced by TV commercials which
28 shape them to be materialistic children (Buijzen, and Valkenburg, 2003). They are preoccupied
29 with TV commercials to buy things they see on TV. Children measure their happiness based on
30 materialism. Materialism itself is defined as possessiveness expressed by children for products,
31 such as toys or clothes with cartoon character themes.
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43 Regarding the condition, are Indonesian children, to be specific Sundanese as well as
44 Javanese children give similar answers that tend to material issues when being asked about their
45 aspirations? When comparing culture on materialism issues, the tendency leads to the consumer
46 culture (Inglehart, Foa, Peterson, and Welzel, 2008). Looking at the values and norms that are
47 believed by each tribe, the response of the Sundanese children tends to be more dominant in
48 material issues compared to that of Javanese children. It is well known that the Sundanese-
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3 Indonesians people value being well-balanced and mutually respectful in society. Sundanese-
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5 Indonesians believe that people of higher social status should be respected by people of lower
6
7 social status. This belief might lead people to place more value on higher social status. One of
8
9 the efforts made to improve his or her social status is consumption behavior (Cummins, 2005;
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11 Miller, 2009; Saad, 2007)
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15 Javanese-Indonesians people, on the other hand, believe that the importance of family in
16
17 society is reflected in the proverb: *mangan ora mangan waton kumpul* (even if there is no food to
18
19 eat, being together is the most important thing). This moral value might lead people to place
20
21 more value on put on non-material things over everything else in life (Geertz, 1961).
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25 This current study is in response to the suggestion of previous studies that one's cultural
26
27 group should be considered as a factor in this issue. This is because this research was conducted
28
29 in Indonesia which consists of different cultural backgrounds with different values and norms.
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33 The values and norms adhered by families in each tribe influence the differences in
34
35 responses of Javanese and Sundanese children in Indonesia; such as parental aspirations in each
36
37 tribe about education. Many studies have concentrated on parental educational aspirations, and
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39 they have found differences from demographic aspects like ethnicity and gender (Oketch,
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41 Mutisya, and Sagwe, 2012; Chowdry, Crawford, and Goodman, 2010). Furthermore, parents'
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43 aspirations towards children contribute to children's aspirations (Mau & Bikos, 2000; Schoon,
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45 Martin, & Ross, 2007). In the Sundanese, the culture emphasizes children's upbringing and has
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47 higher aspirations for children's education (Widjaja, 1989). Sundanese-Indonesians parents are
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49 not really concerned about their own education, yet they strive to focus on their children's
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51 education (Widjaja, 1989).
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3 This current study provides a complete understanding of the findings of differences that
4 exist, not only reporting the differences based on statistical analysis, but also discussing the
5 themes of aspirations and whether those in each group share the same or different themes.
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10 **Findings and Discussion**

11 *Findings*

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17 The major finding of this research was the responses of the children with regard to
18 material issues, hesitation, and school performance. There was a statistically significant
19 association between the young children's ethnic background and their aspirations.
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24 Qualitative results

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28 Qualitative data gained from the students' responses during interviews were categorized in
29 accordance with the questions, and then compared to all the data on the children so as to provide
30 an overall trend. This research investigates the real experiences of Javanese-Indonesians and
31 Sundanese-Indonesians children both in their daily lives and beyond. It also delves into everyday
32 situations and conditions that trigger hopefulness among children. Results of the qualitative
33 content analysis of the children's self-reports concerning their personal experience reveal the
34 following 3 categories in Table 2. The categories were used in order to transform the results or
35 content of the interviews on students' hopes into qualitative data. the table below depicts codes
36 for transforming qualitative data into quantitative data regarding the children's aspirations.
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56 Quantitative results

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3 Based on Table 1, for both ethnicity categories (Javanese-Indonesians and Sundanese-
4 Indonesians), the results underline that according to children's accounts, material issues are the
5 most commonly cited concerning what goal makes them happiest for both the Javanese-
6 Indonesians and Sundanese-Indonesians groups, followed by hesitation and school performance.
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13 [insert Table. 3 here]
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16 Pearson Chi Square (crosstabs) was run to evaluate the association between ethnic
17 background and the young children's descriptions of their aspirations. The table above depicts
18 this result as well. Based on ethnic background, the result of the Pearson Chi-Square shows that
19 $\chi(1) = 10.089, p=.006$. In other words, there is a statistically significant association between
20 young children's ethnic background and their aspirations.
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28 *Discussion*

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31 This study shows that material issues are the category most mentioned by all children, followed
32 by hesitation, with school performance as the least mentioned aspiration category. This study
33 finds ethnic differences in the results. These results are in line with previous studies which
34 confirm the role of culture on aspiration (Croll, Attwood, & Fuller, 2010). In detail, responses
35 categorized as material issues and hesitation are mentioned more by Sundanese children, while
36 responses categorized as school performance are more mentioned by Javanese children.
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46 In general, though ethnic difference exist on study results, material issues are the first
47 popular response of both Javanese-Indonesians and Sundanese-Indonesians children as one of
48 their aspirations. This study indicates a discrepancy with Thoilliez' study (2011) which shows
49 that job concern, continuity, emancipation, and material issues are mentioned relatively in the
50 same amount when related to Spanish children's responses about aspirations.
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3 Further, the Sundanese-Indonesians children provide the largest frequency of this.
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5 Likewise, material issues are also the most mentioned response for Sundanese-Indonesians. It
6
7 seems as though the level of materialism increases over time for children. Some studies suggest
8
9 that children nowadays are more materialistic compared to children of previous generations. A
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11 survey in the U.K. (Gfk Social Research, 2007) showed that children identify life with
12
13 materialism. This is different from those raised in 1967 and 1997 (Kortan, 1999). In developing
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15 countries such as India, younger generations tend to be more materialistic compared to their
16
17 older counterparts (Gupta, 2011). The increasing level of materialism is also related to the
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19 influence of the media. Many business people marketers spend more than \$1 billion on
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21 advertisements intended for children (McNeal, 1999).
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27 Further analysis shows that parents also contribute to the increasing level of materialism
28
29 in their children. This is happening in most families in Indonesia. Due to the parents' work
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31 commitments, they do not allow enough time to spend with their children. Children spend most
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33 of their free time watching television. This causes them to be materialistic as they are exposed to
34
35 intense advertising. Hence, they are drawn toward buying those advertised products. Children
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37 identify their happiness with materialism. This exposure of children is making them susceptible
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39 to their external environment (Achenreiner, 1997).
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44 The worst problem about advertisements on TV is that they make children tend to have
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46 unrealistic obsessions (Buijzen, and Valkenburg, 2003). TV commercials stimulate children to
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48 wish to possess attractive things which results in materialism among children (Buijzen, and
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50 Valkenburg, 2003). Materialism itself is defined as possessiveness as expressed by children for
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52 products such as toys or clothes with cartoon character themes. A Sundanese mother once
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54 reported that her daughter would will be upset if her wish for a new toy was not granted (Vv, 37
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3 years old). A student mentioned “*I prefer to have more new clothes than I have to go to school*”
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6 (At, 6 years old, girl).

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8 Issue of cultural differences in materialism can be explained through consumer culture
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10 (Inglehart et al, 2008). This research shows that the response of Sundanese children tends to be
11
12 more dominant in material issues compared to that of Javanese children. It is well known that the
13
14 Sundanese-Indonesians people value being well-balanced and mutually respectful in society.
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16 Sundanese-Indonesians believe that people of higher social status should be respected by people
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18 of lower social status. This belief might lead people to place more value on higher social status.
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20 One of the efforts made by someone to improve social status is consumption behavior (Cummins,
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22 2005; Miller, 2009; Saad, 2007)
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28 Further result reveals that when it comes to the second category most mentioned by children,
29
30 the Javanese-Indonesians children gave the response of school performance as equal to hesitation.
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32 This is slightly different from the Sundanese-Indonesians children, where school performance
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34 was the least mentioned by them. This relates to the fact that Sundanese-Indonesians culture
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36 emphasizes children’s upbringing and has higher aspirations for children’s education (Widjaja,
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38 1989). Higher aspirations for children’s education are beneficial as parents support their
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40 children’s education and spare enough time and resources for their children’s school activities
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42 (Spera, 2006; Sy & Schulenberg, 2005). Previous studies have confirmed that parents’
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44 aspirations towards their children contributes to children’s aspirations (Mau & Bikos, 2000;
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46 Schoon, Martin, & Ross, 2007).
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51 Many studies have concentrated on parental educational aspirations, and they have found
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53 differences from demographic aspects like ethnicity and gender (Oketch, Mutisya, and Sagwe,
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3 2012). Another study by Chowdry, Crawford, and Goodman (2010) also supports this difference
4
5 in parental educational aspirations when it comes to ethnicity. Sundanese-Indonesians parents are
6
7 not really concerned about their own education. This manifests itself in non-educated parents
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9 who, consequently, tend to strive for even lower education for their children (Chowdry,
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11 Crawford, and Goodman, 2010; Zhang, Kao, and Hannum, 2007).
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16 Sundanese-Indonesians parents are not really concerned about their own education, yet
17
18 they strive to focus on their children's education (Widjaja, 1989). In contrast, children are less
19
20 happy when they are talking about their school performance as their sets of goals. It might be
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22 because school could be a place where children feel stressed. It is common for children to feel
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24 some form of stress in school. The common causes of stress in children at school are the increase
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26 in the amount of homework, competition for good grades, fear of failure, peer-pressure, and
27
28 bullying (Allen and Klein, 1996). Sundanese-Indonesians children might be in situations where
29
30 their parents place high expectations on their school performance. Those examples highlight
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32 differences in parental educational aspirations according to demographic characteristics (Qian
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34 and Blair, 1999).
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40 This finding from two ethnics, which revealed school performance to be the second or even
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42 least- mentioned as an aspiration, becomes an important consideration in designing an education
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44 system for younger children for both groups of ethnic. The study results indicate that children do
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46 not seem to have high hopes for education. Children have little hope of finding a bright future in
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48 education.
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3 Ideally, aspirations for education are in the mind of a child about their future. But in reality
4 this does not happen; the child actually hopes for material benefits. This certainly becomes a real
5 problem for teachers and requires serious handling.
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11 One of the most important issues to underline in the theory of education is that “*the final*
12 *purpose of education should be happiness*” (Naval & Altarejos, 2000). It can be inferred that
13 education should provide an environment that enables individuals to gain happiness. That
14 statement is very interesting considering the fact that one of the best ways to encourage children
15 to become happy is by convincing them that their source of hope for future can be seen and
16 found in their personal life, family, and neighborhood. Noddings (2003) mentioned that “*the best*
17 *homes and schools are happy places*”. Adults in these happy places must realize that one of the
18 purposes of education and life is happiness. Considering these facts, the issue of children’s
19 happiness should be the special agenda of any government, including the Indonesian government,
20 and not only in the world of education. Since 2012, the Indonesian government has pledged to
21 improve the education system by launching a grand design to create a golden generation that will
22 be ready in 2045 as a fitting present for 100 years of Indonesian independence (Ministry of
23 Education and Culture, 2017). This golden generation should have a positive attitude, a nature
24 mind, normative commitment, and competence based on IESQ (intellectual, emotional, and
25 spiritual quotient).
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46 One aspect of this grand design is quality education for younger children. Children aged 0-8
47 are the main targets, considering their golden age. Quality education should be provided starting
48 from the smallest group of society, the family, and school. Based on the Indonesian government
49 role, any regional government must organize equality in early childhood education as a basic
50 service for the community. The Director of Early Childhood Education in Indonesia emphasized
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3 that at school young children should not go straight to learning to write and read. This is stated in
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5 the Circular of the Directorate General of Primary and Secondary Education Department Number:
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7 1839/C.C2/TU/2009 April 25, 2009 Subject Delivery of Education Kindergarten and New
8
9 Student Reception Elementary School. At that young age, children need to play more and
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11 develop their skills. Besides, when children are given time to play instead of writing and reading
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13 tasks, they would not feel pressured to study.
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18 What needs to be underlined is the missing aspect of this grand design. The basic purpose of
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20 education itself is happiness. Creating smart and skilful people is not the sole purpose. Educators,
21
22 both parents and teachers, must ensure that they provide environments that facilitate individuals
23
24 to gain happiness. Campaigns to raise awareness among community members on this matter
25
26 need to be organized. Therefore, it is the aim of this research that it that it promotes the
27
28 importance of designing an education system for younger children.
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32 Another important finding is that there are 46% of the Sundanese-Indonesians students,
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34 higher than Javanese-Indonesians students (38%), did not give any answer or said that they did
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36 not know when they were asked the question “*What do you think will happen in your future that*
37
38 *you want to achieve for your future? Choose only one, the one fits you*”. A six- year -old
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40 Sundanese girl said: “I don’t know”, and another six -year- old Sundanese girl did not say
41
42 anything in response to the question. Their responses are not included in the above (school
43
44 performance or material issues) mentioned categories (i.e. having no aspirations or set of goals).
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46 This might have happened because how a student expresses their feelings and opinions is also
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48 influenced by how the reception environment influences the expression of emotions in a
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50 particular child. If the acceptance is low environmentally or intentionally limited, it will affect
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52 the children's willingness to express their emotions and it will be increasingly difficult for
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3 parents to be able to observe and understand the emotional state of their children. Moreover,
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5 according to Shipman, et.al (2003) the child will express emotions in a different way in the
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7 presence of different people.
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11 In the daily interaction of children with their parents, apparently children learn and absorb
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13 cultural values (Cole, Tamang, & Shrestha, 2006). From a study by Kwok and Shek (2010), it
14
15 was further found that the linkage between aspirations and hopelessness was stronger in an
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17 environment of low parent-adolescent communication. A lower level of hope has a negative
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19 effect on aspirations. It can be concluded that cultural background needs to be considered in
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21 research on aspirations regarding hopes (Lopez et al, 2000; Callahan, 2000).
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26 Research by Wang (2001) involved mothers and their 3 year olds. This research indirectly
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28 indicates that children aged 3 are capable of communicating the causes of their varied emotions,
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30 influenced by values within their family. The results of the study describe that, generally,
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32 conversations among American mothers and their toddlers reveal an emotion-explaining style,
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34 where the mothers provide comprehensive explanations on the issues that trigger different
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36 feelings in their children. These elaborative conversations are emphasized in the children roles
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38 and preferences. In contrast the conversations between Chinese mothers and their toddlers tend
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40 to be an emotion-criticizing style, focusing on instilling proper behavior in accordance with
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42 norms and values and being less focused on happiness itself.
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47 At pre-school age, children will be able to correctly, clearly, and precisely reflect in verbal
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49 language (Denham, Zoller, & Couchoud, 1994; Stein & Liwag, 1997). Therefore, research
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51 conducted in Western countries emphasizes that children as young as 18 months should be
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53 conditioned to be involved and participate in discussion with their families concerning the
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3 emotions they feel. Unfortunately, such situations rarely happen in most of Indonesian families.
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5 According to Moffatt (2012), this communication style between family members in Indonesia
6
7 tends to avoid the cause of shame and may not directly disagree or say "No." Rubin and Chung
8
9 (2013) state that the relationship between mother and child in Indonesia and Germany indicate a
10
11 low level of self-disclosure. The style of communication between mothers and children in
12
13 Indonesia tends to be closed. Self- disclosure is rarely acceptable in Indonesian culture with
14
15 collectivistic mothers, and apparently this value is stronger in Sundanese culture. Although the
16
17 "hesitation" category exists in both tribes (Javanese and Sundanese), the results show that the
18
19 frequency of response of Sundanese children categorized as "hesitation" is higher than that of
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21 Javanese children. In Sundanese culture, children tend not to give a real response and tell exactly
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23 that they do not know or just smile because they are embarrassed and worry if the response will
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25 actually reduce their social status.
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30 31 **Conclusion**

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34 In general, this study shows that the category of material issues is most mentioned as
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36 children's aspirations followed by hesitation and school performance. This study finds an ethnic
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38 difference in the results. In detail, responses that are categorized as material issues and hesitation
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40 are mentioned more by Sundanese children, while responses that are categorized as school
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42 performance are more mentioned by Javanese children.
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48 The analysis and examples reported in this study have offered new ways of thinking about
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50 how global aspirations can be identified in children and thoughts on what to notice when looking
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52 for clues about children's aspirations. Considering the results on the aspirations of Javanese-
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54 Indonesians and Sundanese-Indonesians young children from their own perspective, it would be
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3 of benefit to undertake further testing to validate those results. This unique perspective could be
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5 captured when researchers are interviewing children about what they wish for regarding their
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7 aspirations.
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11 The findings which state that material issues are mentioned more by students than school
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13 performance, need to be acted upon by the Indonesian government. The Government should
14
15 continue conducting campaigns to build awareness among educators (both teacher and parents)
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17 that the purpose of education is not material possessions. Happiness is not related to material
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19 things.
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22 23 **Acknowledgement**

24
25
26 We would like to deliver our utmost gratitude and appreciation to the teachers, staff,
27
28 parents, and children of kindergarten schools in Yogyakarta and Bandung for their participation
29
30 in the present study. For all the lovely children involved in this research, you are all adorable.
31
32 You shared with me what you really want in order to be happy along with your whole life stories.
33
34 Whether you feel enthusiastic, happy and energetic, or even shy and reserved, you still told your
35
36 storied voluntarily. I hope this study will serve as justice to your voices of aspiration. Thanks
37
38 also to the research assistants for their help in collecting the data; thanks a heap, ladies! You are
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40 rock!
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3 Zhang Y, Kao G and Hannum EC (2007) Do mothers in rural China practice gender equality in
4 educational aspirations for their children? *Comparative Education Review* 51(2): 131-
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For Peer Review



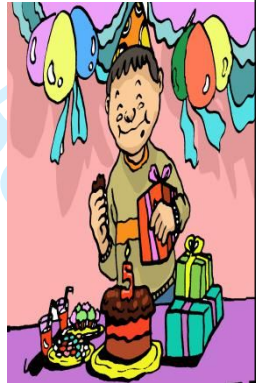

Num ber	Indicators to the following	Categories	Picture prompt	
			For boys	For girls
1	Keep going to school, doing school activities like learning, writing, drawing, coloring, and doing homework, reading, reading story books, and arranging blocks, gaining achievements and getting rewards from the teacher.	School performance		
2	Receiving presents from and/or other things they want and like such as clothes, veils, flowers, dolls, shoes, bags, new toys, or even money, getting a car, living in a new house from their parents or others.	Material issues		
3	Being a person who has a job (i.e doctor)	Job concerns		

Table.1 Picture prompt

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4	<p>Being a cartoon figure hero, living in the cartoon world, living with animals, in the jungle, and so on.</p>	<p>Magical thinking/cartoon figures</p>		

Table. 2 Codes for Transforming Qualitative Data to Quantitative Data

Children's Aspirations	Codes (indicators to the following)
School performance	Keep going to school, doing school activities like learning, writing, drawing, coloring, and doing homework, reading, reading story books, and arranging blocks, gaining achievements and getting rewards from the teacher.
Material issues	Receiving presents from and/or other things they want and like such as clothes, veils, flowers, dolls, shoes, bags, new toys, or even money, getting a car, living in a new house from their parents or others.
Hesitation	Some responses not included in the above- mentioned categories (i.e. having doubts about their aspirations or set of hopes to have a brighter future).

Note: A theme analysis was applied. In each cell, the first column was the category of aspirations, the second column was the indicators of each category.

Table. 3 Aspirations and Ethnic Perspective

Category of aspirations	Javanese	Sundanese	$\chi^2(1) ; p$
	n=134	n=137	
	f(%)	f(%)	
School performance	36 (26.86)	16 (18.97)	
Material issues	60 (56.71)	75 (54.74)	10.089 [0.006]
Hesitation	38 (28.35)	46 (33.57)	

Note. Chi-square was applied, significant p value < 0.05. In each cell, the first number is the frequency of level chosen followed by percentage in brackets.



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

Global Studies of Childhood - Decision on Manuscript ID GSC-19-0021

Global Studies of Childhood <onbehalf@manuscriptcentral.com>

Sun, May 26, 2019 at 11:42 AM

Reply-To: Nicola.Yelland@flinders.edu.au

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

26-May-2019

Dear Dr. Sugiyo Pranoto:

Manuscript ID GSC-19-0021 entitled "Young Children's Aspirations: Indonesian setting" which you submitted to Global Studies of Childhood, has been reviewed by myself as editor

I am thinking that the paper might be relevant as a colloquium which is a shorter piece than a refereed paper and i am willing to assist you to get it to our publication standard. To do this i need you to email me the paper in its word edition and i will use track changes to edit the paper - if you are then willing to accept my changes - you will be able to resubmit the revised version to us in scholarone

my email is - nyelland@unimelb.edu.au

please use the manuscript number in all communications

to do this you will follow these instructions

To revise your manuscript, log into <https://mc.manuscriptcentral.com/gsc> and enter your Author Center, 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.

You may also click the below link to start the revision process (or continue the process if you have already started your revision) for your manuscript. If you use the below link you will not be required to login to ScholarOne Manuscripts.

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

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You will be unable to make your revisions on the originally submitted version of the manuscript. Instead, revise your manuscript using a word processing program and save it on your computer. Please also highlight the changes to your manuscript within the document by using bold or colored text.

Once the revised manuscript is prepared, you can upload it and submit it through your Author Center.

When submitting your revised manuscript, you will be able to respond to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you make to the original manuscript. In order to expedite the processing of the revised manuscript, please be as specific as possible in your response to the reviewer(s).

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 Global Studies of Childhood, 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 Global Studies of Childhood and I look forward to receiving your revision.

Sincerely,

Professor Nicola Yelland
Editor in Chief, Global Studies of Childhood
nyelland@unimelb.edu.au



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

Global Studies of Childhood - Decision on Manuscript ID GSC-19-0021

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

Sun, May 26, 2019 at 8:39 PM

To: "Nicola.Yelland@flinders.edu.au" <Nicola.Yelland@flinders.edu.au>

Dear Prof.Nicola Yelland
Editor of GSC

Thank you very much for the opportunities given to us. We really appreciate it.

We will send our paper to your email soon.

Warmest regards

Yuli

[Quoted text hidden]

--

Dr. Yuli Kurniawati Sugiyo 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](https://scopus.com/authid/detail.url?https://orcid.org/0000-0003-2375-8351)



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

Manuscript ID GSC-19-0021

Nicola Yelland <nyelland@unimelb.edu.au>

Mon, Jun 3, 2019 at 12:14 PM

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

Dear Yuli

I had a go at editing your paper and I need you to do some things

1. I don't understand what you mean by 'hesitation'. This needs to be explained for our international audience
2. The paper is 6700 words – we need to cut as much as we can. The paper is quite repetitive in places and also we usually just present the results and then link to the literature – there is a lot of stuff to be cut / edited – I wanted you to have another chance to do this before I go back and take out more if necessary

Hope to hear from you soon

Best

Nicola

Nicola Yelland

Professor of Early Childhood Studies

Melbourne Graduate School of Education

University of Melbourne

Australia

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

Manuscript ID GSC-19-0021

Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>
To: Nicola Yelland <nyelland@unimelb.edu.au>

Tue, Jun 4, 2019 at 2:44 AM

Dear Prof. Nicola Yelland
Editor in Chief, Global Studies of Childhood

Hope everything is well with you.

Thank you very much for your kind feedback and assistance in order to improve our paper.

In respond to your questions:

- 1) Hesitation refer to some responses not included in the mentioned categories (l.e having doubts about their aspirations)
- 2) I have already cut some repetitive sentences in our paper. I hope our paper is now quite well structured.

The following, I attached 3 others file (tables) to be considered.

I look forward to hear from you.

Warmest regards,
Dr. Yuli Kurniawati Sugiyo 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](#)

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4 attachments



Table. 2 Codes for Transforming Qualitative Data to Quantitative Data.docx
14K



Table. 3 Aspirations and Ethnic Perspective.docx
13K



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Table. 1 Picture prompts.docx
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Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

Manuscript ID GSC-19-0021

Nicola Yelland <nyelland@unimelb.edu.au>

Tue, Jun 25, 2019 at 1:16 PM

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

Hi there – I had another go and got it down to 3900 words – which we can do!

I had to change the tables and get rid of one! And replace others in text

Let me know what you think!

Best

N

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3 attachments



June 25Yelland EITSpringer Sept 15 Encyclopaedia Long entry DP comments 3.doc
148K



Table. 1 Codes for Transforming Qualitative Data to Quantitative Data.docx
17K



Table. 2 Aspirations and Ethnic Perspective.docx
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Yuli Kurniawati Sugiyono Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>

Manuscript ID GSC-19-0021

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

Wed, Jun 26, 2019 at 9:21 AM

To: Nicola Yelland <nyelland@unimelb.edu.au>

Dear Prof Nicola Yelland,

Hope this email finds you well. Many thanks and really appreciate to what have you done for us. For your information, I am afraid if the paper you have sent to me was not my paper as well. I am afraid that the paper was belong to another author.

I am looking forward to hearing from you.

Best regards,
Yuli

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](https://scopus.com/authorid/2-s2.0-85045722994)

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

Manuscript ID GSC-19-0021

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

Thu, Jun 27, 2019 at 11:51 PM

To: Nicola Yelland <nyelland@unimelb.edu.au>

Dear Prof Nicola Yelland,

The paper was well received. Thank you very much for that.

I have tried to communicate and discuss your suggestion with my co-author. He said that your suggestion was very helpful.

He and I agreed to what you have changed with the tables and the term of "hesitation".

Here, I send to you our revised paper (I have already replaced the tables into text).

I look forward to hearing from you,

Best wishes,

Yuli

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](https://scopus.com/authid/detail.url?https://orcid.org/0000-0003-2375-8351)

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

Manuscript ID GSC-19-0021


Nicola Yelland <nyelland@unimelb.edu.au>

Thu, Jun 27, 2019 at 6:03 PM

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

I am so sorry for the confusion - here is the paper

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

Global Studies of Childhood GSC-19-0021.R1

Global Studies of Childhood <onbehalf@manuscriptcentral.com>

Sat, Jun 29, 2019 at 12:41 AM

Reply-To: i-fang.lee@newcastle.edu.au

To: yuli.kurniawati.sp@mail.unnes.ac.id, jhong@mail.ccnu.edu.cn

28-Jun-2019

Dear Dr. Sugiyo Pranoto:

Your revised manuscript entitled "The Aspirations of young Indonesian children" has been successfully submitted online and is presently being given full consideration for publication in Global Studies of Childhood.

Your manuscript ID is GSC-19-0021.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 ScholarOne Manuscripts at <https://mc.manuscriptcentral.com/gsc> and edit your user information as appropriate.

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Thank you for submitting your manuscript to Global Studies of Childhood.

Sincerely,
Global Studies of Childhood Editorial Office

June 28th, 2019

Dear Nicola Yelland,
Editorial Board for **Global Studies of Childhood**

We would like to resubmit an original research and revised article entitled “**The Aspirations of young Indonesian children**”, previously entitled “**Young Children’s Aspirations: Indonesian setting**” and the manuscript ID was GSC-19-0021, for consideration by the **Global Studies of Childhood**.

All authors have approved this manuscript, agreed with this revisions and submission, and have no conflict of interests. We prepared our revised manuscript by following the comments given by reviewer and instruction given by **Global Studies of Childhood** in writing this article.

The following, we provided a short letter with a detailed description of all the changes added on the basis of the reviewer’ comment.

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

On behalf of all authors,
Yuli Kurniawati Sugiyo Pranoto

Lists of description of all the changes made by the author

- 1) Following reviewer's suggestions, to make our paper shorter (less than 5000 words), we have deleted some unnecessary descriptions from the texts. The previous one was very long paper and have some duplicate paragraphs.
- 2) We agree to change the term "hesitation" into " expressing no aspiration, due to the previous term was not clear enough to understand. Thank you very much for the suggestion.
- 3) We replaced tables into texts to make it readable and understandable.
- 4) We also have made some corrections on the English use, based on the reviewer' directions.



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

Manuscript ID GSC-19-0021

Nicola Yelland <nyelland@unimelb.edu.au>

Fri, Jun 28, 2019 at 2:42 PM

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

Ok

We are nearly there

All you need to do is submit this manuscript to the scholarone system

Here are the instruction

When submitting your revised manuscript, you will be able to respond to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you make to the original manuscript. In order to expedite the processing of the revised manuscript, please be as specific as possible in your response to the reviewer(s).

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 Global Studies of Childhood, 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 Global Studies of Childhood and I look forward to receiving your revision.

Sincerely,
Professor Nicola Yelland
Editor in Chief, Global Studies of Childhood
nyelland@unimelb.edu.au

Have a try and write me if you have problems

Best

Nciola

Nicola Yelland

Professor of Early Childhood Studies

Melbourne Graduate School of Education

University of Melbourne

Australia

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

Date: Wednesday, 26 June 2019 at 12:23 pm

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The Aspirations of young Indonesian children

Journal:	<i>Global Studies of Childhood</i>
Manuscript ID	GSC-19-0021.R1
Manuscript Type:	Colloquium
Keywords:	aspirations, young children, Javanese-Indonesian, Sundanese-Indonesian
Abstract:	<p>This study had as its aim to analyze the thoughts of Javanese-Indonesians and Sundanese-Indonesians children in Indonesia, about their aspirations for the future. In total, 271 Javanese-Indonesians and Sundanese-Indonesians children (aged 4-6) participated. The children were also asked: "what expectations of yours makes you happiest?" The results revealed 3 categories ranging from the most mentioned to the least: aspirations for material issues, expressing doubts about their future aspirations, and wanting to do well in school performance. The results revealed that there was a statistically significant association between children's ethnic background and their aspirations, $\chi(1) = 10.089, p=.006$. This study offers new ways of thinking in examining young children's aspirations with regard to ethnicity issues. As aspiring to having successful material issues were the most mentioned by students, as opposed to wanting to do well in school performance, the government should consequently conduct campaigns to build awareness among educators (both teachers and parents) that the purpose of education is to stimulate hopefulness (having aspirations for future).</p>

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The Aspirations of young Indonesian children

Abstract

This study had as its aim to analyze the thoughts of Javanese-Indonesians and Sundanese-Indonesians children in Indonesia, about their aspirations for the future. In total, 271 Javanese-Indonesians and Sundanese-Indonesians children (aged 4-6) participated. The children were also asked: “what expectations of yours makes you happiest?” The results revealed 3 categories ranging from the most mentioned to the least: aspirations for material issues, expressing doubts about their future aspirations, and wanting to do well in school performance. The results revealed that there was a statistically significant association between children’s ethnic background and their aspirations, $\chi(1) = 10.089$, $p=.006$. This study offers new ways of thinking in examining young children’s aspirations with regard to ethnicity issues. As aspiring to having successful material issues were the most mentioned by students, as opposed to wanting to do well in school performance, the government should consequently conduct campaigns to build awareness among educators (both teachers and parents) that the purpose of education is to stimulate hopefulness (having aspirations for future).

Keywords: aspirations, young children, Javanese-Indonesians, Sundanese-Indonesians, Indonesian, cross-cultural.

Introduction

Aspiration reflects one’s desire to achieve something. Previous studies have indicated that success in achieving aspirations positively affects someone’s prosperity since it boosts satisfaction and self-efficacy (Bandura, 1997; Eccles et al., 1983). Specifically, aspirations that meet the challenges and demands of a certain life stage, or a certain situation can contribute to individual happiness (Nurmi & Salmela-Aro, 2002). A study of 12-14 year-old-children showed that children with higher aspirations, had less insecurity and depression (Boxer, Goldstein, Delorenzo, Savoy, & Mercado, 2010) than those who had lower aspirations.

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3 Compared to other domains of life, the aspirations of children above the age of 5 years
4 old tend to be about what professions they want to follow (Auger, Blackhurst, & Herting, 2005).
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6 Even so, it does not mean that they are ignoring the other domains of life. Gottfredson (1981)
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8 reports that children above five years old no longer dreamt of becoming a certain animal or
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10 fantasy character. Some previous studies have indicated that children aged 4 years can retell past
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12 events and make predictions about the future (Schult and Wellman, 1997; Rakoczy, Warneken,
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14 and Tomasello, 2007; Mason & Danby, 2011). These two skills are not gained from classroom
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16 exercises or narrative skills. A study by Wang (2001) indirectly indicates that children aged 3 are
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18 capable of predicting and picture themselves in future conditions.
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25 Another study by Atance & Meltzoff, (2005) found that children under 5 years have some
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27 difficulties in thinking about themselves in the future. Above 7 years old, they can start to be
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29 able to imagine themselves in the future, but their aspirations oscillate from reality to fantasy
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31 (Seginer, 2009).
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35 Several previous studies have revealed that young children above five years old have the
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37 capability to share their future aspirations in more realistic way (Gottfredso, 1981; Schult and
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39 Wellman, 1997; Wang, 2001; Mason & Danby, 2011) whereas other studies show the opposite
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41 (Atance & Meltzoff, 2005; Seginer, 2009).
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45 Further, although aspirations are an interesting topic for research, most studies tend to
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47 focus on aspirations becoming the determining factor in children's school performance
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49 (Goodman et al., 2011; St Clair & Benjamin, 2011; Gorard et al., 2012; Rose & Baird, 2013; St
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51 Clair et al., 2013) and on the level of these aspirations (Croll et al., 2010), instead of what
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53 children's aspirations are. Moreover, previous studies on children's aspirations were more likely
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3 to focus on educational aspirations (Strand, 2011; Winston, 2008), and career aspirations (Rose
4 and Baird, 2013; Gutman and Schoon, 2012).
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8 Thus, there is limited research that discusses the aspirations of young children, especially
9 in a country like Indonesia. There is clearly a necessity to conduct more studies in order to gain a
10 more informed discussion about young children's aspirations. Since children have unique
11 perspectives, different from adults, we need to listen to the children's views and experiences as
12 they are key factors that influence children's lives.
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20 Children's aspirations are culture specific. In England, children from ethnic minorities
21 tend to have higher aspirations in terms of education and occupation compared to white children
22 (Croll et al., 2010). Culture or ethnic background should be considered when conducting
23 research exploring the aspirations of children.
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34 Indonesia

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37 The World Happiness Report (2017), ranked 155 countries by their stated happiness
38 levels, and the report puts Indonesia in the category of a happy country in the Asian region.
39 There are however, a limited amount of research that explores Indonesian children's happiness.
40 Having aspirations that match the challenges and demands of a particular life stage or situation
41 can contribute to the happiness of the individual (Nurmi & Salmela-Aro, 2002). It is, therefore,
42 necessary to discuss Indonesian **children's aspirations as thoughts about their goals in life**.
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52 In response to some previous studies, we conducted this study to deepen our
53 understandings of Indonesian (Javanese-Indonesians and Sundanese-Indonesians) children's
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3 aspirations as these are assumed to be different among different ethnic groups. This study will
4 help parents, teachers, and other educators in guiding their children down the path towards their
5 aspirations so that children will have a good childhood and a set of hopes for their future as
6 adults.
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16 ***Research design***

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19 The purpose of this study was to describe aspirations of Javanese Sundanese- Indonesian
20 young children (aged 4-6 years old). The following research questions were addressed:
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24 What are Javanese Sundanese- Indonesian children's aspirations? What do they want to achieve
25 in their future?
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29 Is there any difference between children's aspirations from the ethnic perspective?
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37 **Methods**

38 **Participants**

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42 The study involved 271 children (M=4.54, SD=4.99 years of age). Those children were
43 drawn from various kindergartens in Indonesia. 134 of these children were Javanese-Indonesians
44 and 137 were Sundanese-Indonesians. These two cohorts are from different ethnic groups and
45 live separately from each other. The research was carried out in Javanese-Indonesians (the
46 biggest ethnic group in Indonesia) followed by Sundanese-Indonesians. Only children, who had
47 informed consent from their parents, were involved.
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3 Most Javanese-Indonesians are native inhabitants living on Java Island, especially in
4 Yogyakarta and Central Java; Sundanese-Indonesians people, on the other hand, are native
5 inhabitants of West Java (Bandung).
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11 The interviewer asked the children, “what do you want to achieve in your future, and if this
12 is what you intend, do you think this will happen?”. The children were also asked: “which
13 expectations of yours makes you happiest?” In Bahasa, the interview question was asked as
14 follows: “*Apa yang ingin kamu raih di masa depanmu? Apakah kamu berpikir hal tersebut akan*
15 *terjadi? Diantara beberapa keinginanmu ini manakah yang sekiranya membuatmu paling*
16 *bahagia?*”
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29 **Findings and Discussion**

30 *Findings*

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32 The major findings of this research were the responses of the children with regard to statements
33 around material issues, not having any specific aspiration, and wanting to achieve well in school
34 performance. There was a statistically significant association between the young children’s
35 ethnic background and their aspirations.
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45 The qualitative data gained from the students’ responses during interviews were categorized
46 in accordance with the questions, and then compared to all the data on the children so as to
47 provide an overall trend. This research investigates the real experiences of Javanese-Indoneans
48 and Sundanese-Indonesians children both in their daily lives and beyond. It also delves into
49 everyday situations and conditions that trigger hopefulness among children. Results of the
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3 qualitative content analysis of the children's self-reports concerning their personal experience
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5 reveal the following 3 categories (Table 1). The categories were used in order to transform the
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7 results or content of the interviews on students' hopes into qualitative data. the table below
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9 depicts codes for transforming qualitative data into quantitative data regarding the children's
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11 aspirations.
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16 Table. 1 Codes for Transforming Qualitative Data to Quantitative Data
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Children's Aspirations	Codes (indicators to the following)
School performance	Keep going to school, doing school activities like learning, writing, drawing, coloring, and doing homework, reading, reading story books, and arranging blocks, gaining achievements and getting rewards from the teacher.
Material issues	Receiving presents from and/or other things they want and like such as clothes, veils, flowers, dolls, shoes, bags, new toys, or even money, getting a car, living in a new house from their parents or others.
Expressing aspiration	no Some responses not included in the above- mentioned categories (i.e. having doubts about their aspirations or set of hopes to have a brighter future).

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36 Note: A theme analysis was applied. In each cell, the first column was the category of aspirations,
37 the second column was the indicators of each category.
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42 Based on Table 1, for both ethnicity categories (Javanese-Indonesians and Sundanese-
43 Indonesians), the results underline that according to children' accounts, material issues are the
44 most commonly cited concerning what goal makes them happiest for both the Javanese-
45 Indonesians and Sundanese-Indonesians groups, followed by not being sure and then by wanting
46 to have a good school performance.
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Table. 2 Aspirations and Ethnic Perspectives

Category of aspirations	Javanese	Sundanese	$\chi(1)$; p
	n=134	n=137	
	f(%)	f(%)	
School performance	36 (26.86)	16 (18.97)	
Material issues	60 (56.71)	75 (54.74)	10.089 [0.006]
Expressing no aspiration	38 (28.35)	46 (33.57)	

Note. Chi-square was applied, significant p value < 0.05. In each cell, the first number is the frequency of level chosen followed by percentage in brackets.

Pearson Chi Square (crosstabs) was run to evaluate the association between ethnic background and the young children's descriptions of their aspirations. The table above depicts this result as well. Based on ethnic background, the result of the Pearson Chi-Square shows that $\chi(1) = 10.089$, $p=.006$. In other words, there is a statistically significant association between young children's ethnic background and their aspirations.

Discussion

This study shows that material issues are the category most mentioned by all children, followed by not stating their aspirations, with school performance as the least mentioned aspiration category. This study finds ethnic differences in the results. These results are in line with previous studies which confirm the role of culture on aspiration (Croll et al., 2010). In detail, responses categorized as material issues and not having aspiration are mentioned more by Sundanese children, while responses categorized as school performance are more mentioned by Javanese children.

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3 In general, though ethnic differences existed in the results, material issues were the first
4 popular response of both Javanese-Indonesians and Sundanese-Indonesians children as being one
5 of their aspirations. This study indicates a discrepancy with Thoilliez' study (2011) which shows
6 that job concerns, continuity and security, emancipation, and material issues are mentioned
7 relatively in the same amount when related to Spanish children's responses about aspirations.
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15 Further, the Sundanese-Indonesians children provide the largest frequency of material
16 issues. Likewise, material issues are also the most mentioned response for Javanese-Indonesians.
17 It seems as though the level of materialism increases over time for children. Some studies
18 suggest that children nowadays are more materialistic compared to children of previous
19 generations. A survey in the U.K. (Gfk Social Research, 2007) showed that children identify life
20 with materialism. This is different to those raised in 1967 and 1997 (Kortan, 1999). In
21 developing countries such as India, younger generations tend to be more materialistic compared
22 to their older counterparts (Gupta, 2011). The increasing level of materialism is also related to
23 the influence of the media. Many business people marketers spend more than \$1 billion on
24 advertisements intended for children (McNeal, 1999).
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39 It was interesting that Sundanese as well as Javanese children gave similar answers to some
40 of the questions. They referred to material issues when asked about their aspirations? Looking at
41 the values and norms that are believed by each tribe, the response of the Sundanese children
42 tends to be more dominant in relation to material issues compared to that of Javanese children. It
43 is well known that the Sundanese-Indonesians people value being well-balanced and mutually
44 respectful in society. Sundanese-Indonesians believe that people of higher social status should be
45 respected by people of lower social status. This belief might lead people to place more value on
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3 higher social status. One of the efforts made to improve his or her social status is consumer
4 consumption behavior (Cummins, 2005; Miller, 2009; Saad, 2007)
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8 Javanese-Indonesians people, on the other hand, believe that the importance of family in
9 society is reflected in the proverb: *mangan ora mangan waton kumpul* (even if there is no food to
10 eat, being together is the most important thing). This moral value might lead people to place
11 more value on put on non-material things over everything else in life (Geertz, 1961).
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18 The values and norms adhered by families are considered as being related to parental
19 aspirations in each tribe about education. Many studies have concentrated on parental
20 educational aspirations, and they have found differences in demographic aspects like ethnicity
21 and gender (Oketch, Mutisya, and Sagwe, 2012; Chowdry, Crawford, and Goodman, 2010).
22 Furthermore, parents' aspirations towards children contribute to children's aspirations (Mau &
23 Bikos, 2000; Schoon et al., 2007). For Sundanese, the culture emphasizes children's upbringing
24 and it has higher aspirations for children's education (Widjaja, 1989). Sundanese-Indonesians
25 parents are not really concerned about their own education, yet they strive to focus on their
26 children's education (Widjaja, 1989). This manifests itself in non-educated parents who,
27 consequently, tend to strive for even lower education for their children (Chowdry et al 2010;
28 Zhang, Kao, and Hannum, 2007).
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45 In contrast, children are less happy when they are talking about their school performance
46 as their sets of goals. It might be because school could be a place where children feel stressed. It
47 is common for children to feel some form of stress in school. The common causes of stress in
48 children at school are the increase in the amount of homework, competition for good grades, fear
49 of failure, peer-pressure, and bullying (Allen and Klein, 1996). Sundanese-Indonesians children
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3 might be in situations where their parents place high expectations on their school performance.
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5 Those examples highlight differences in parental educational aspirations according to
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7 demographic characteristics (Qian and Blair, 1999).
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11 This finding from two ethnic groups, revealed school performance was least mentioned as
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13 an aspiration. It becomes an important consideration in designing an education system for
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15 younger children for both groups of ethnicities. The study results indicate that children do not
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17 seem to have high hopes for education. Ideally, aspirations for education are in the mind of a
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19 child about their future. But in reality this does not often happen; the child actually hopes for
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21 material benefits. This certainly becomes a real problem for teachers and requires serious
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23 handling.
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26 27 28 **Conclusions** 29 30

31 In general, this study shows that the category of aspiring to have material issues was the most
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33 mentioned in relation to children's aspirations followed by not stating aspirations and followed
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35 by aspirations associated with aspects of school performance. This study found an ethnic
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37 difference in the participants' statements. Responses categorized as relating to material issues
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39 and not having aspirations are mentioned more by Sundanese children, while responses that are
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41 categorized as relating to school performance aspirations are more mentioned by Javanese
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43 children.
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48 The analysis and examples reported in this study have offered ways of thinking about how
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50 global aspirations can be identified in children, and considers what to try and notice when
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52 looking for clues about children's aspirations.
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Table. 1 Codes for Transforming Qualitative Data to Quantitative Data

Children's Aspirations	Codes (indicators to the following)
School performance	Keep going to school, doing school activities like learning, writing, drawing, coloring, and doing homework, reading, reading story books, and arranging blocks, gaining achievements and getting rewards from the teacher.
Material issues	Receiving presents from and/or other things they want and like such as clothes, veils, flowers, dolls, shoes, bags, new toys, or even money, getting a car, living in a new house from their parents or others.
Expressing no aspiration	Some responses not included in the above- mentioned categories (i.e. having doubts about their aspirations or set of hopes to have a brighter future).

Note: A theme analysis was applied. In each cell, the first column was the category of aspirations, the second column was the indicators of each category.

Table. 2 Aspirations and Ethnic Perspectives

Category of aspirations	Javanese	Sundanese	$\chi^2(1) ; p$
	n=134	n=137	
	f(%)	f(%)	
School performance	36 (26.86)	16 (18.97)	
Material issues	60 (56.71)	75 (54.74)	10.089 [0.006]
Expressing no aspiration	38 (28.35)	46 (33.57)	

Note. Chi-square was applied, significant p value < 0.05. In each cell, the first number is the frequency of level chosen followed by percentage in brackets.



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Sun, Jun 30, 2019 at 10:39 AM

Reply-To: Nicola.Yelland@flinders.edu.au

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

29-Jun-2019

Dear Dr. Sugiyono Pranoto:

It is a pleasure to accept your manuscript entitled "The Aspirations of young Indonesian children" in its current form for publication in Global Studies of Childhood. Thank you for attending to all the changes that we have discussed in our emails. Your colloquium will go online first and then be allocated to volume 10 No 2 - which will be published in June of 2020

Thank you for your fine contribution. On behalf of the Editors of Global Studies of Childhood, we look forward to your continued contributions to the Journal.

Sincerely,
Professor Nicola Yelland
Editor in Chief, Global Studies of Childhood



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

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

Sat, Jun 29, 2019 at 12:48 AM

To: Nicola Yelland <nyelland@unimelb.edu.au>

Dear Prof. Nicola Yelland,
Editor of Global Studies of Childhood

Hope you are enjoying your weekend.

I am writing this email to inform you that I, on behalf of all authors, have already submitted our revised manuscript to Global Studies of Childhood. The manuscript ID is GSC-19-0021.R1.

We thank you very much for your willing to help us to improve our manuscript in order to follow the GSC standards. We really appreciate it.

I look forward to hearing from you soon.

Warmest regards,
Yuli

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The aspirations of young Indonesian children

Global Studies of Childhood

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Abstract

This study had as its aim to analyze the thoughts of Javanese–Indonesian and Sundanese–Indonesian children in Indonesia, about their aspirations for the future. In total, 271 Javanese–Indonesian and Sundanese–Indonesian children (aged 4–6) participated. The children were also asked: “what expectations of yours make you happiest?” The results revealed three categories ranging from the most mentioned to the least: aspirations for material issues, expressing doubts about their future aspirations, and wanting to do well in school performance. The results revealed that there was a statistically significant association between children’s ethnic background and their aspirations ($\chi(1) = 10.089$, $p = .006$). This study offers new ways of thinking in examining young children’s aspirations with regard to ethnicity issues. As aspiring to having successful material issues were the most mentioned by students, as opposed to wanting to do well in school performance, the government should consequently conduct campaigns to build awareness among educators (both teachers and parents) that the purpose of education is to stimulate hopefulness (having aspirations for future).

Keywords

aspirations, cross-cultural, Indonesian, Javanese-Indonesians, Sundanese-Indonesians, young children

Introduction

Aspiration reflects one’s desire to achieve something. Previous studies have indicated that success in achieving aspirations positively affects someone’s prosperity since it boosts satisfaction and self-efficacy (Bandura, 1997; Eccles et al., 1983). Specifically, aspirations that meet the challenges

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and demands of a certain life stage, or a certain situation can contribute to individual happiness (Nurmi and Salmela-Aro, 2002). A study of 12- to 14-year-old children showed that children with higher aspirations had less insecurity and depression (Boxer et al., 2011) than those who had lower aspirations.

Compared to other domains of life, the aspirations of children above the age of 5 years tend to be about what professions they want to follow (Auger et al., 2005). Even so, it does not mean that they are ignoring the other domains of life. Gottfredson (1981) reports that children above 5 years no longer dreamt of becoming a certain animal or fantasy character. Some previous studies have indicated that children aged 4 years can retell past events and make predictions about the future (Mason and Danby, 2011; Rakoczy et al., 2007; Schult and Wellman, 1997). These two skills are not gained from classroom exercises or narrative skills. A study by Wang (2001) indirectly indicates that children aged 3 are capable of predicting and picture themselves in future conditions.

Another study by Atance and Meltzoff (2005) found that children under 5 years have some difficulties in thinking about themselves in the future. Above 7 years old, they can start to be able to imagine themselves in the future, but their aspirations oscillate from reality to fantasy (Seginer, 2009).

Several previous studies have revealed that young children above 5 years have the capability to share their future aspirations in more realistic way (Gottfredson, 1981; Mason and Danby, 2011; Schult and Wellman, 1997; Wang, 2001), whereas other studies show the opposite (Atance and Meltzoff, 2005; Seginer, 2009).

Furthermore, although aspirations are an interesting topic for research, most studies tend to focus on aspirations becoming the determining factor in children's school performance (Goodman et al., 2011; Gorard et al., 2012; Rose and Baird, 2013; St Clair and Benjamin, 2011; St Clair et al., 2013) and on the level of these aspirations (Croll et al., 2010), instead of what children's aspirations are. Moreover, previous studies on children's aspirations were more likely to focus on educational aspirations (Strand, 2011; Winston, 2008), and career aspirations (Gutman and Schoon, 2012; Rose and Baird, 2013). [AQ: 1][AQ: 2]

Thus, there is limited research that discusses the aspirations of young children, especially in a country like Indonesia. There is clearly a necessity to conduct more studies in order to gain a more informed discussion about young children's aspirations. Since children have unique perspectives, different from adults, we need to listen to the children's views and experiences, as they are key factors that influence children's lives.

Children's aspirations are culture specific. In England, children from ethnic minorities tend to have higher aspirations in terms of education and occupation compared to white children (Croll et al., 2010). Culture or ethnic background should be considered when conducting research exploring the aspirations of children.

Indonesia

The World Happiness Report (2017), ranked 155 countries by their stated happiness levels, and the report puts Indonesia in the category of a happy country in the Asian region. There are however, a limited amount of research that explores Indonesian children's happiness. Having aspirations that match the challenges and demands of a particular life stage or situation can contribute to the happiness of the individual (Nurmi and Salmela-Aro, 2002). It is, therefore, necessary to discuss Indonesian children's aspirations as thoughts about their goals in life. [AQ: 3]

In response to some previous studies, we conducted this study to deepen our understandings of Indonesian (Javanese–Indonesian and Sundanese–Indonesian) children's aspirations, as these are assumed to be different among different ethnic groups. This study will help parents, teachers, and

other educators in guiding their children down the path toward their aspirations so that children will have a good childhood and a set of hopes for their future as adults.

Research design. The purpose of this study was to describe aspirations of Javanese-Sundanese-Indonesian young children (aged 4–6 years). The following research questions were addressed:

What are Javanese Sundanese- Indonesian children's aspirations? What do they want to achieve in their future?

Is there any difference between children's aspirations from the ethnic perspective?

Methods

Participants

The study involved 271 children ($M=4.54$, $SD=4.99$ years of age). Those children were drawn from various kindergartens in Indonesia. A total of 134 of these children were Javanese Indonesians and 137 were Sundanese Indonesians. These two cohorts are from different ethnic groups and live separately from each other. The research was carried out in Javanese Indonesians (the biggest ethnic group in Indonesia) followed by Sundanese Indonesians. Only children, who had informed consent from their parents, were involved.

Most Javanese Indonesians are native inhabitants living on Java Island, especially in Yogyakarta and Central Java; Sundanese–Indonesian people, on the contrary, are native inhabitants of West Java (Bandung).

The interviewer asked the children, “what do you want to achieve in your future, and if this is what you intend, do you think this will happen?.” The children were also asked: “which expectations of yours makes you happiest?” In Bahasa, the interview question was asked as follows: “*Apa yang ingin kamu raih di masa depanmu? Apakah kamu berpikir hal tersebut akan terjadi? Diantara beberapa keinginanmu ini manakah yang sekiranya membuatmu paling bahagia?*”

Findings and discussion

Findings

The major findings of this research were the responses of the children with regard to statements around material issues, not having any specific aspiration, and wanting to achieve well in school performance. There was a statistically significant association between the young children's ethnic background and their aspirations.

The qualitative data gained from the students' responses during interviews were categorized in accordance with the questions, and then compared to all the data on the children so as to provide an overall trend. This research investigates the real experiences of Javanese–Indonesian and Sundanese-Indonesian children both in their daily lives and beyond. It also delves into everyday situations and conditions that trigger hopefulness among children. Results of the qualitative content analysis of the children's self-reports concerning their personal experience reveal the following three categories (Table 1). The categories were used in order to transform the results or content of the interviews on students' hopes into qualitative data. The table below depicts codes for transforming qualitative data into quantitative data regarding the children's aspirations.

Table 1. Codes for transforming qualitative data to quantitative data.

Children's aspirations	Codes (indicators to the following)
School performance	Keep going to school, doing school activities like learning, writing, drawing, coloring, and doing homework, reading, reading story books, and arranging blocks, gaining achievements and getting rewards from the teacher
Material issues	Receiving presents from and/or other things they want and like such as clothes, veils, flowers, dolls, shoes, bags, new toys, or even money, getting a car, living in a new house from their parents or others
Expressing no aspiration	Some responses not included in the aforementioned categories (i.e. having doubts about their aspirations or set of hopes to have a brighter future)

A theme analysis was applied. In each cell, the first column was the category of aspirations, the second column was the indicators of each category.

Table 2. Aspirations and ethnic perspectives.

Category of aspirations	Javanese	Sundanese	$\chi(1); p$
	n = 134	n = 137	
	f (%)	f (%)	
School performance	36 (26.86)	16 (18.97)	10.089 [0.006]
Material issues	60 (56.71)	75 (54.74)	
Expressing no aspiration	38 (28.35)	46 (33.57)	

Chi-square was applied, significant p value < 0.05. In each cell, the first number is the frequency of level chosen followed by percentage in brackets.

Based on Table 2, for both ethnicity categories (Javanese Indonesians and Sundanese Indonesians), the results underline that according to children's accounts, material issues are the most commonly cited concerning what goal makes them happiest for both the Javanese-Indonesian and Sundanese-Indonesian groups, followed by not being sure and then by wanting to have a good school performance. **[AQ: 4]**

Pearson chi-square (crosstabs) was run to evaluate the association between ethnic background and the young children's descriptions of their aspirations. The table above depicts this result as well. Based on ethnic background, the result of the Pearson chi-square shows that $\chi(1) = 10.089$, $p = .006$. In other words, there is a statistically significant association between young children's ethnic background and their aspirations.

Discussion

This study shows that material issues are the category most mentioned by all children, followed by not stating their aspirations, with school performance as the least mentioned aspiration category. This study finds ethnic differences in the results. These results are in line with previous studies which confirm the role of culture on aspiration (Croll et al., 2010). In detail, responses categorized as material issues and not having aspiration are mentioned more by Sundanese children, while responses categorized as school performance are more mentioned by Javanese children.

In general, though ethnic differences existed in the results, material issues were the first popular response of both Javanese–Indonesian and Sundanese–Indonesian children as being one of their aspirations. This study indicates a discrepancy with Thoilliez' (2011) study which shows that job concerns, continuity and security, emancipation, and material issues are mentioned relatively in the same amount when related to Spanish children's responses about aspirations.

Furthermore, the Sundanese–Indonesian children provide the largest frequency of material issues. Likewise, material issues are also the most mentioned response for Javanese Indonesians. It seems as though the level of materialism increases over time for children. Some studies suggest that children nowadays are more materialistic than children of previous generations. A survey in the United Kingdom (GfK Social Research, 2007) showed that children identify life with materialism. This is different to those raised in 1967 and 1997 (Kortan, 1999). In developing countries such as India, younger generations tend to be more materialistic than their older counterparts (Gupta, 2011). The increasing level of materialism is also related to the influence of the media. Many business people marketers spend more than \$1 billion on advertisements intended for children (McNeal, 1999).

It was interesting that Sundanese as well as Javanese children gave similar answers to some of the questions. They referred to material issues when asked about their aspirations? Looking at the values and norms that are believed by each tribe, the response of the Sundanese children tends to be more dominant in relation to material issues than that of Javanese children. It is well known that the Sundanese–Indonesian people value being well balanced and mutually respectful in society. Sundanese Indonesians believe that people of higher social status should be respected by people of lower social status. This belief might lead people to place more value on higher social status. One of the efforts made to improve his or her social status is consumer consumption behavior (Cummins, 2005; Miller, 2009; Saad, 2007).

Javanese–Indonesian people, on the contrary, believe that the importance of family in society is reflected in the proverb: *mangan ora mangan waton kumpul* (even if there is no food to eat, being together is the most important thing). This moral value might lead people to place more value on put on non-material things over everything else in life (Geertz, 1961). **[AQ: 5]**

The values and norms adhered by families are considered as being related to parental aspirations in each tribe about education. Many studies have concentrated on parental educational aspirations, and they have found differences in demographic aspects like ethnicity and gender (Oketch et al., 2012; Chowdry et al., 2010). Furthermore, parents' aspirations toward children contribute to children's aspirations (Mau and Bikos, 2000; Schoon et al., 2007). For Sundanese, the culture emphasizes children's upbringing, and it has higher aspirations for children's education (Widjaja, 1989). Sundanese–Indonesian parents are not really concerned about their own education, yet they strive to focus on their children's education (Widjaja, 1989). This manifests itself in non-educated parents who, consequently, tend to strive for even lower education for their children (Chowdry et al., 2010; Zhang et al., 2007).

In contrast, children are less happy when they are talking about their school performance as their sets of goals. It might be because school could be a place where children feel stressed. It is common for children to feel some form of stress in school. The common causes of stress in children at school are the increase in the amount of homework, competition for good grades, fear of failure, peer-pressure, and bullying (Allen and Klein, 1996). Sundanese-Indonesian children might be in situations where their parents place high expectations on their school performance. Those examples highlight differences in parental educational aspirations according to demographic characteristics (Qian and Blair, 1999).

This finding from two ethnic groups, revealed school performance was least mentioned as an aspiration. It becomes an important consideration in designing an education system for younger

children for both groups of ethnicities. The study results indicate that children do not seem to have high hopes for education. Ideally, aspirations for education are in the mind of a child about their future. But in reality, this does not often happen; the child actually hopes for material benefits. This certainly becomes a real problem for teachers and requires serious handling.

Conclusion

In general, this study shows that the category of aspiring to have material issues was the most mentioned in relation to children's aspirations followed by not stating aspirations and followed by aspirations associated with aspects of school performance. This study found an ethnic difference in the participants' statements. Responses categorized as relating to material issues and not having aspirations are mentioned more by Sundanese children, while responses that are categorized as relating to school performance aspirations are more mentioned by Javanese children.

The analysis and examples reported in this study have offered ways of thinking about how global aspirations can be identified in children, and considers what to try and notice when looking for clues about children's aspirations.

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AQ2

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AQ3

The World Happiness Report 2017

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Helliwell J, Layard R and Sachs J (2017) *World Happiness Report 2017*. New York: Sustainable Development Solutions Network.

AQ4

Comments:

1. The inserted text citation for Table 2 is correct in the sentence “Based on Table 2, for both ethnicity categories (Javanese Indonesians and Sundanese Indonesians) .”
2. Some typos of texts and/or number within table. Latest version of table. 2 (corrected one), as follows:

Table. 2 Aspirations and Ethnic Perspectives

Category of aspirations	Javanese	Sundanese	$\chi^2(1) ; p$
	n=134	n=137	
	f(%)	f(%)	
School performance	36 (26.86)	16 (11.67)	
Material issues	60 (44.77)	75 (54.74)	10.089 [0.006]
Expressing no aspiration	38 (28.35)	46 (33.57)	

Note. Chi-square was applied, significant p value < 0.05. In each cell, the first number is the frequency of level chosen followed by percentage in brackets.

AQ5

Geertz H (1961) *The Javanese Family—A Study of Kinship and Socialization*. New York: The Free Press of Glencoe Inc, pp. xii + 176.

AQ6 - AQ35 (number 6-35)

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All the references are not mentioned in the text anymore, as I have to follow the guide for author to cut some paragraphs to fit the maximum number of words. Then, all references (AQ6-AQ35) must be deleted.



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