

**BUKTI KORESPONDENSI ARTIKEL PADA JURNAL
INTERNASIONAL BEREPUTASI**



PENGUSUL

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

UNIVERSITAS NEGERI SEMARANG

Yth. Penilai
Pada Usulan PAK

Bersama dengan surat ini, saya bermaksud menyertakan bukti bukti korespondensi proses review artikel pada Jurnal Internasional dengan judul “*Young Children Voices of Happiness: Learning from Urban Area in Indonesia*”, yang dimuat pada *Asia-Pasific Journal of Research in Early Childhood Education*, edisi Vol. 14 No. 3, tahun 2020, pISSN: 1976-1961, eISSN: 2233-5234, hal: 139-164.

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

No	Tanggal	Aktivitas
1	7 Mei 2019	Submit manuscript pertama kali ke jurnal
2	15 Mei 2019	Submit ulang dengan melengkapi dokumen yang diminta (copyright agreement)
3	15 Mei 2019	Pemberian nomor ID manuscript (APJ-19-143)
4	29 April 2020	Pemberitahuan artikel diterima dengan <i>major revisions</i> dan durasi masa revisi
5	30 Juli 2020	Submit paper yang telah direvisi
6	4 Agustus 2020	Pemberitahuan revisi 2
7	11 Agustus 2020	Submit paper revisi
8	14 Agustus 2020	Pemberitahuan artikel diterima dan akan dipublikasikan dalam APJRECE
9	22 Agustus 2020	Permintaan cek typo, erros.
10	24 Agustus 2020	Pemberitahuan publikasi 1 September 2020

Demikian, agar dapat menjadi periksa.
Terimakasih

Semarang, 10 November 2021
Hormat saya,



Yuli Kurniawati Sugiyo Pranoto

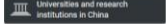
KRONOLOGI KORESPONDENSI PUBLIKASI ARTIKEL PADA JURNAL INTERNASIONAL BEREPUTASI DAN BERFAKTOR DAMPAK

Judul : Young Children Voices of Happiness: Learning from Urban Area in Indonesia
Jurnal : Asia-Pacific Journal of Research in Early Childhood Education
Volume : 15
Nomor : 3
Tanggal publikasi : 1 September 2020
ISSN (p) : 1976-1961
ISSN (e) : 2233-5234
Hal : 139-164
Penerbit : Asia-Pacific Journal of Research in Early Childhood Education
SJR jurnal : 0.185 (2020)
Quartile : Q4 (Scopus)
Cite Score : 0.333
Penulis : Yuli Kurniawati Sugiyono Pranoto & Jianzhong Hong

Bukti indexing jurnal:



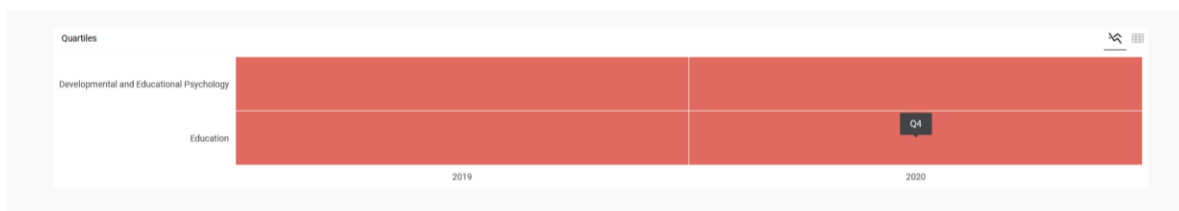
Asia-Pacific Journal of Research in Early Childhood Education

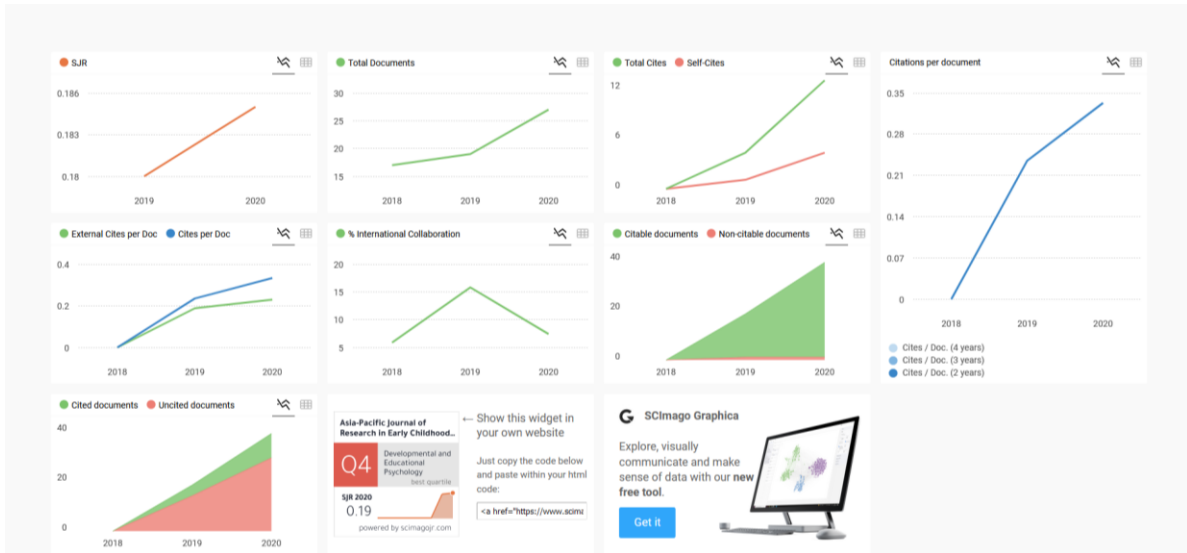
COUNTRY	SUBJECT AREA AND CATEGORY	PUBLISHER	H-INDEX
China 	Psychology └ Developmental and Educational Psychology Social Sciences └ Education	Pacific Early Childhood Education Research Association	1
PUBLICATION TYPE	ISSN	COVERAGE	INFORMATION
Journals	19761961, 22335234	2018-2020	Homepage How to publish in this journal kyunghwa@suga.edu

SCOPE

The journal serves as a vehicle for reporting and sharing the results of studies by early childhood education in the Pacific area. It is peer reviewed to insure that only high quality manuscripts are accepted for publication. The journal is multi-disciplinary and serves educators and other professionals concerned with the education and care of young children. It focuses primarily on research activities in the Pacific Rim area, though research reports from other areas are not excluded. The journal includes research articles related to the education and care of children from birth to age 8 and to related topics. These include reports of empirical research, reviews of research, critiques of research, and articles related to the applications of research to practice.

[Join the conversation about this journal](#)





All



Asia-Pacific Journal of Research in Early Childhood Education

Latest Issue Vol.15 No.3, Sep 2021
 Coverage Vol.1 No.1 (2007) - Vol.15 No.3 (2021)
 Frequency 3 Issues per year (January, May, September)
 pISSN 1976-1961
 eISSN 2233-5234

Latest Articles

Coaches' Perception of their Roles and Early Childhood Teachers' Cognitive Coaching Experiences
 Haesung Im, Seung-Ryoul Lim

Digitising English Language Learning for Early Childhood Educators in Malaysian Context: The Rationale
 Wan Jumani Fauzi, Noor Raha Mohd Radzuan, Ezhalinda Ngah, Anita Abdul Rani, Fatimah Ali

Child-friendly kindergarten architecture: Perspectives of children in Iran
 Shahini Vahideh, Hosseini Akram

Examining Cultural Authenticity in Picture Books about China and Chinese Culture

e-Submission

[Submission Guidelines](#)

Journal Archive

(15 Volumes, 3 Issues, 251 Articles)

- 2021 Volume 15
 - 2020 Volume 14
 - 2019 Volume 13
 - 2018 Volume 12
 - 2017 Volume 11
- [view all volumes and issues](#)

Tag Cloud

- young children's conflict
- teacher intervention
- peer intervention
- early childhood education
- authentic assessment
- North Aceh

All

Aims & Scope

Since September 2018, APJRECE has been officially registered in **SCOPUS**, the largest abstract and citation database of peer-reviewed literature.



**Asia-Pacific Journal of Research
in Early Childhood Education**
 Coverage Vol.1 No.1 (2007) - Vol.15 No.3 (2021)
 Frequency 3 Issues per year (January, May, September)
 pISSN : 1976-1961
 eISSN : 2233-5234
 Publisher Asia-Pacific Journal of Research in Early Childhood Education
 Additional Links
[Korea Website](#)
[Manuscript Submission](#)

e-Submission

[Submission Guidelines](#)

Journal Archive

(15 Volumes, 3 Issues, 251 Articles)

- 2021 Volume 15
 - 2020 Volume 14
 - 2019 Volume 13
 - 2018 Volume 12
 - 2017 Volume 11
- [view all volumes and issues](#)

Tag Cloud

- education for sustainable development
- early childhood education
- teaching practice
- China
- early childcare
- early childhood curriculum

Articles

Young Children Voices of Happiness: Learning from Urban Area in Indonesia

AUTHOR :Yuli Kurniawati Sugjyo Pranoto, Jianzhong Hong
INFORMATION :page. 139-164 / 2021 Vol.15 No.3

PDF

ABSTRACT

This qualitative study describes happiness of preschool children in four Islamic kindergartens in the urban area of Jakarta, Indonesia. The participant involved 353 children, including 165 boys and 188 girls, within four to six years. Data were collected through face-to-face interviews and face-scale, with the content. The result showed that children have high levels of happiness, with the majority considering play as a source of positive affect, followed by school performance, material issues, friendship, and family. In contrast, most reported sources of negative affect in children's daily lives referred to the following categories: material issues, none, family, illness or injury, and friendship. Further studies are needed to analyze the implication of children's happiness on parents, social workers, and teachers by focusing on play activity.

Keyword :

happiness affection urban children Indonesian

e-Submission

Submission Guidelines

Journal Archive

(15 Volumes, 3 Issues, 251 Articles)

- 2021 Volume 15
- 2020 Volume 14
- 2019 Volume 13
- 2018 Volume 12
- 2017 Volume 11
- view all volumes and issues

Tag Cloud

- young children's perception of happiness
- happy experience of young children
- analysis of interview
- Early Childhood Care and Education
- Early Childhood Education

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

Pembuatan akun submission sebagai author [7 Mei 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/APJRECE/FMfcgxwCgVbl>. The search bar contains the text "label:apjrece". The left sidebar shows the "Mails" section with folders for "Drafts" (46), "APJRECE", "Early Child Development...", "Evaluasi Diri RPL" (17), "Global Studies of Childh...", and "TIJAS ITS PAJIN" (230). Below "Mails" are sections for "Chat" (No conversations) and "Spaces" (No spaces yet). The main content area displays an email from "APJRECE <apjrece@gmail.com>" to "me" received on "Tue, May 7, 2019, 1:42 PM". The email subject is "Account created in the Manuscript Management System of APJRECE". The body of the email reads: "Dear Yuli Kurniawati Pranoto", "Welcome to the Manuscript Management System of the Asia-Pacific Journal of Research in Early Childhood Education. You have created your account successfully.", "Here is your username and confidential password, which you will need to access the Manuscript Management System of APJRECE at <http://submit.apjrece.newnonmun.com/admin/login.php>", "Your username is: yuli.kurniawati.sp@mail.unnes.ac.id", "Your password is: 4ntd13kael", "Please save this information in a safe place. Once you login, you may change your password and other personal information by selecting the 'My Page' option on the menu bar at the left top of the page.", and "Kind Regards, Manuscript Management System of APJRECE".

Submit manuscript pertama kali ke jurnal [1 7 Mei 2019]

The image shows a screenshot of a Gmail inbox on a desktop browser. The browser's address bar shows the URL: <https://mail.google.com/mail/u/0/#label/APJRECE/FMfcgwxwCgVbl>. The Gmail interface includes a search bar with 'label:apjrece' entered, a 'Gmail' logo, and a left sidebar with folders like 'Drafts', 'APJRECE', and 'Chat'. The main content area displays an email from 'APJRECE <apjrece@gmail.com>' with the subject 'Submission completed'. The email body contains the following text:

Dear Yuli Kurniawati Pranoto

Your manuscript entitled "Young Children Voices of Happiness: learning from urban area in Indonesia" has been successfully submitted online. Your manuscript will be given a reference number once an Editor has been assigned. You may check on the progress of your paper by logging on to Manuscript Management System of APJRECE as an author.

The URL is <http://submit.apjrece.newnonmun.com/admin/login.php>

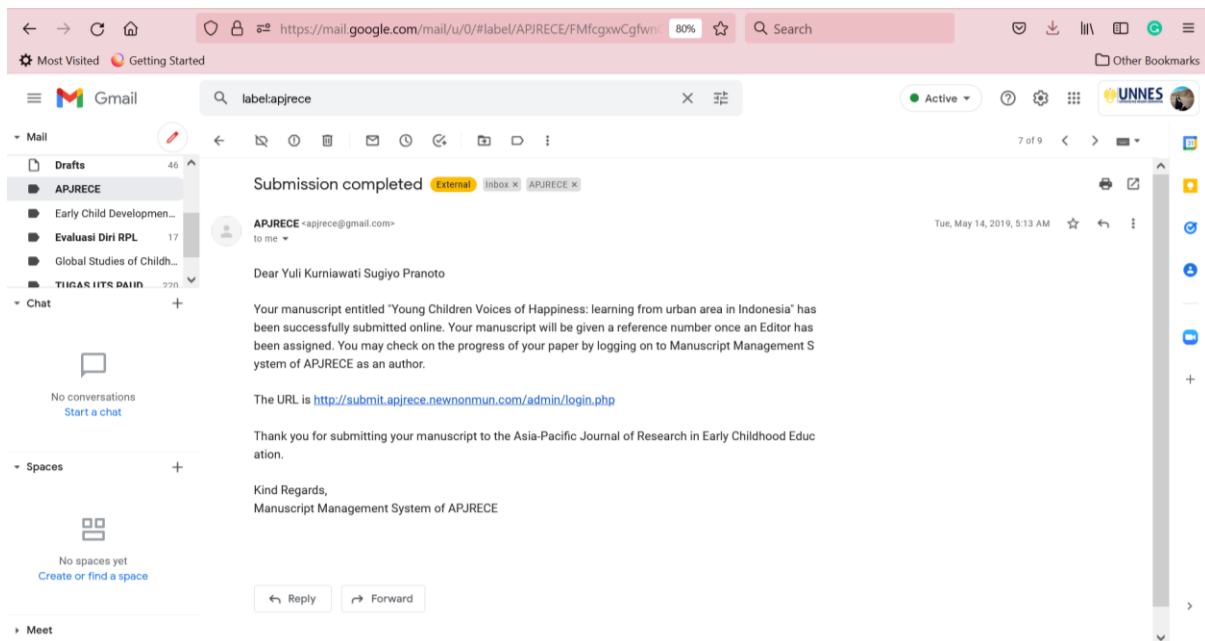
Thank you for submitting your manuscript to the Asia-Pacific Journal of Research in Early Childhood Education.

Kind Regards,
Manuscript Management System of APJRECE

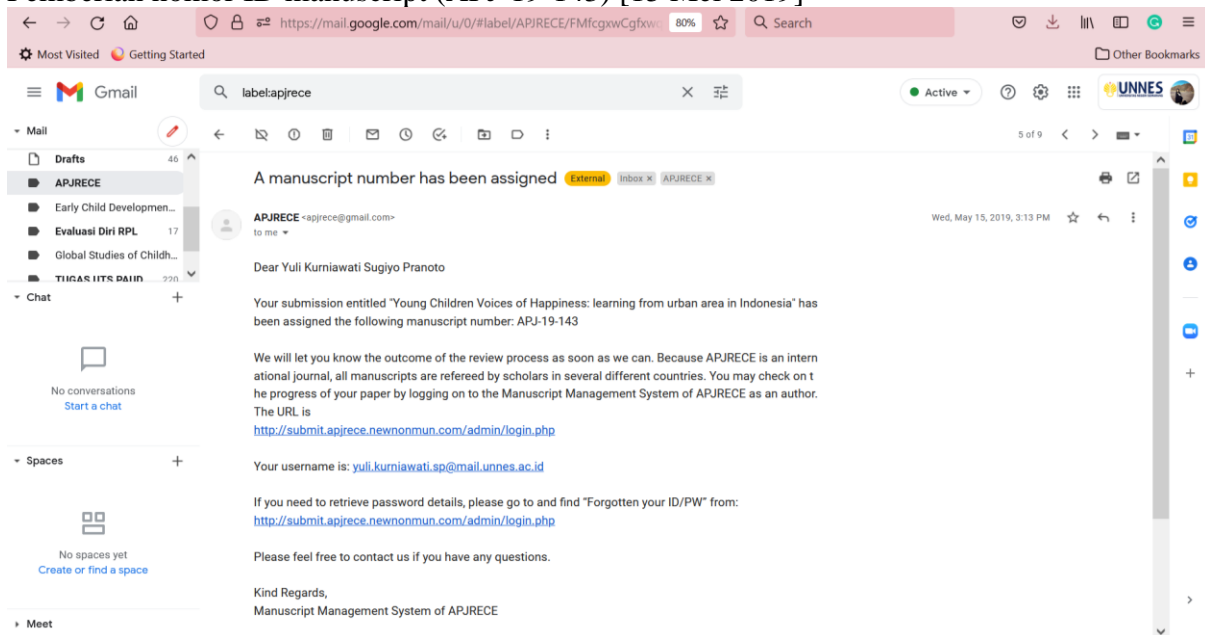
At the bottom of the email, there are 'Reply' and 'Forward' buttons. The right sidebar shows a vertical toolbar with icons for printing, sharing, and other actions. The date and time of the email are 'Tue, May 7, 2019, 2:24 PM'.

Re-submission 2 [15 Mei 2019]

- Submit ulang dengan melengkapi dokumen yang diminta (copyright agreement)
- Pemberian nomor ID manuscript (APJ-19-143) [15 Mei 2019]



Pemberian nomor ID manuscript (APJ-19-143) [15 Mei 2019]



Notifikasi review [29 April 2020]

- Pemberitahuan artikel diterima dengan *major revisions* dan durasi masa revisi

The screenshot shows an email from APJRECE (ajprece@gmail.com) dated Wednesday, April 29, 2020, at 11:07 AM. The subject is "Regarding the results of manuscript (APJRECE)". The email content includes:

- Greeting: "Dear Dr. Pranoto,"
- Message: "I hope that you are well. I would like to let you know that your paper *Young Children Voices of Happiness: learning from urban area in Indonesia* has been accepted with major revisions, as notified in the previous email. We apologize for the long time taken for the deliberation."
- Information: "One of the reviewers has sent the comments through email, so I have attached the files in this email for you to check. You can check the other reviewers' comments through the link sent in the previous email."
- Closing: "Thank you very much!" and "Best regards, Soonthwan Kim"
- Signature: Logo of Pecerajournal and text: "THE PACIFIC EARLY CHILDHOOD EDUCATION RESEARCH ASSOCIATION", "www.pecerajournal.com", "www.apjrece.com"

The screenshot shows an email from APJRECE (ajprece@gmail.com) dated Wednesday, April 29, 2020, at 11:00 AM. The subject is "APJRECE Revision Notification". The email content includes:

- Reference: "Ms. Ref. No.: APJ-20-143"
- Title: "Young Children Voices of Happiness: learning from urban area in Indonesia"
- Greeting: "Dear Yuli Kurniawati Sugiyono Pranoto"
- Message: "We would like to inform you that your manuscript, 'Young Children Voices of Happiness: learning from urban area in Indonesia,' submitted for publication consideration for APJRECE has been accepted with revision."
- Information: "Reviewers' comments are now available from the Manuscript Management System of APJRECE."
- Link: "To view reviewers' comments, log on to Manuscript Management System of APJRECE as an author. The URL is <http://submit.apjrece.newnonmun.com/admin/login.php>"
- Username: "Your username is: yuli.kurniawati.sp@mail.unnes.ac.id"
- Link: "If you need to retrieve password details, please go to and find 'Forgotten your ID/PW' from: <http://submit.apjrece.newnonmun.com/admin/login.php>"

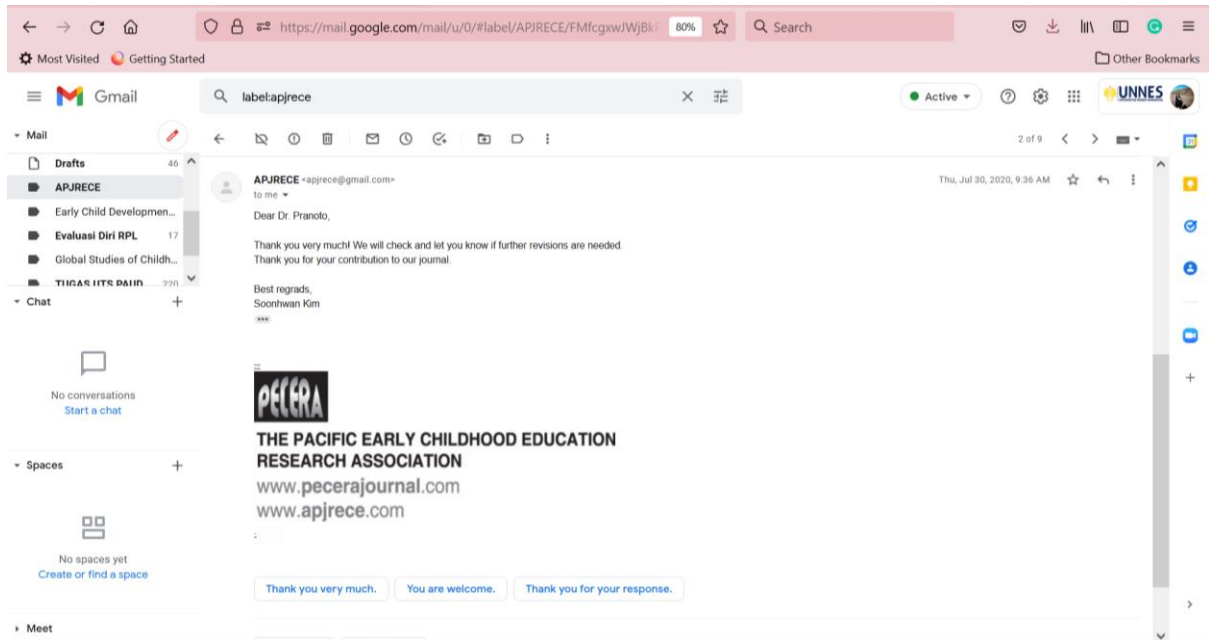
Pemberitahuan durasi masa revisi

The screenshot shows an email from APJRECE (ajprece@gmail.com) dated Thursday, July 9, 2020, at 7:10 AM. The subject is "Regarding the publication of your manuscript (APJRECE)". The email content includes:

- Greeting: "Dear Dr. Pranoto,"
- Message: "I hope this email finds you well. We would like to publish your manuscript, which has been accepted in April 29 as below email, in our upcoming September issue. Our next regular issue was originally scheduled to be published in January 2021, but there has been changes made with the publications of special issue (September 2020) due to some adjustments during the pandemic."
- Information: "We will be able to publish your manuscript in our September issue if we can receive the revised manuscript and the revision table by **July 30**. Please let us know if this is possible. We apologize for the sudden notification regarding the change of schedules."
- Closing: "Thank you very much!" and "Best regards, Soonthwan Kim"

Submit paper yang telah direvisi [30 Juli 2020]

- Pemberitahuan revisi sudah diterima



The screenshot shows a Gmail interface on a desktop browser. The address bar displays the URL: <https://mail.google.com/mail/u/0/#label/APJRECE/FMfcgwwWjBk>. The search bar contains the text "label:apjrece". The left sidebar shows the "Mails" section with folders for "Drafts" (46), "APJRECE", "Early Child Developmen...", "Evaluasi Diri RPL" (17), "Global Studies of Childh...", and "TIHAR LITS DAIR" (99). The "Chat" and "Spaces" sections are also visible. The main content area shows an email from "APJRECE <apjrece@gmail.com>" to "me", dated "Thu, Jul 30, 2020, 9:36 AM". The email body contains the following text:

Dear Dr. Pranoto,

Thank you very much! We will check and let you know if further revisions are needed.
Thank you for your contribution to our journal.

Best regards,
Soonhwan Kim

Below the text is a logo for "PECE" and the following information:

**THE PACIFIC EARLY CHILDHOOD EDUCATION
RESEARCH ASSOCIATION**
www.pecerajournal.com
www.apjrece.com

At the bottom of the email, there are three buttons: "Thank you very much.", "You are welcome.", and "Thank you for your response."

Pemberitahuan revisi kedua, [4 Agustus 2020]

The screenshot shows a Gmail interface on a desktop browser. The address bar displays the URL: <https://mail.google.com/mail/u/0/#search/young+children+voices>. The search bar contains the text "young children voices". The left sidebar shows the "Mail" section with folders: "Inbox" (2,636), "Starred", "Snoozed", "Sent", "Drafts" (46), and "Archive". Below "Mail" are "Chat" and "Spaces" sections, both showing "No conversations" and "No spaces yet" respectively. The main content area displays an email titled "Regarding the revision of manuscript (APJRECE)". The email is from SungMin Kim (kims91@gmail.com) to the user, dated Tuesday, August 4, 2020, at 1:00 PM. The email body reads: "Dear Dr. Pranoto, My name is Sungmin Kim, the editor assistant of APJRECE (PECERA). It's very nice to meet you via email. The editorial board has gone through the deliberation of the revised manuscript and has provided review and comments as attached in this email. Please check the attached file and make thorough revisions based on the comments. The editor has also requested for the manuscript to be proofread by a native speaker. Also, please make sure to highlight the revised parts in yellow. It would be very much appreciated if you could send us the 2nd revision by August 16 by email OR re-uploading on our portal. Let us know if the schedule is too tight. Thank you very much! Please let us know if you have any questions. Best regards, Sungmin Kim". An attachment titled "Pranoto_Editorial b..." is visible. Below the email, a reply from Yuli Kurniawati Sugyo Pranoto is partially visible, dated Tuesday, August 4, 2020, at 3:55 PM, starting with "Dear SungMin Kim I thank you for your fast reply I will try my best to revise paper as soon as possible. I will let you know if the time is too tight. For your".

Mengunggah revisi kedua melalui email [11 Agustus 2020]

The screenshot shows a Gmail interface on a desktop browser. The address bar displays the URL: <https://mail.google.com/mail/u/0/#search/young+children+voices>. The search bar contains the text "young children voices of happiness". The left sidebar shows the "Mail" section with folders: "Inbox" (2,636), "Starred", "Snoozed", "Sent", and "Drafts" (46). Below "Mail" are "Chat" and "Spaces" sections, both showing "No conversations" and "No spaces yet" respectively. The main content area displays an email from "Yuli Kurniawati Sugiyono" (yuli.kurniawati.sp@mail.unnes.ac.id) to "SungMin Kim", dated "Tue, Aug 11, 2020, 10:57 AM". The email body contains the following text:

Dear SungMin Kim,

We would like to submit a letter to respond to the Editor comments. For your information, all revision parts have been highlighted in yellow. All authors have approved this manuscript, agreed with this response, and have no conflict of interests.

The following, we provided a letter with a detailed description of all the changes added on the basis of the reviewer's comments. We look forward to hearing your evaluation at your earliest convenience.

Best regards,
Yuli Kurniawati

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

3 Attachments

The email includes three attachments, the first of which is a document with yellow highlights. The browser's top right corner shows the user is logged in as "UNNES".

Pemberitahuan artikel diterima dan akan dipublikasikan dalam APJRECE [14 Agustus 2020]

The screenshot shows a Gmail interface with a search bar containing "young children voices". The left sidebar shows the "Mail" section with "Inbox" (2,636), "Starred", "Snoozed", "Sent", "Drafts", "Chats", and "Spaces". The main content area displays an email thread:

Yuli Kurniawati Sugiyono Pranoto
Dear SungMin Kim, Thank you very much in advance! Best wishes
Tue, Aug 11, 2020, 1:07 PM

SungMin Kim <kimsm91@gmail.com>
to me
Fri, Aug 14, 2020, 2:10 PM

Dear Dr. Pranoto,

I hope that you are well. The editorial board judged that the revision was well completed and will be published in our September issue. However, we have noticed that the total word count of the manuscript is 9,131. The word limit for all manuscripts is 7,500 words, so **please reduce the word count to below 7,500 words** INCLUDING the abstract, tables and figures, and references. Please **include all tables and figures in the manuscript file** as well.

Also, we would like to check just a few things regarding some of the citations:

- The citations of the following works seem to be missing in the reference section. Please check and provide citations for:**
 - Bronfenbrenner (1979) (page 16)
 - Burton and Phipps (2008) (page 2)
 - Huebner (1994) (page 4)
 - Hwang, Kim and Tak (2013) (page 8, 16)
- We could not locate the below work anywhere online. Could you please provide a link to the information of:**
Kurniawati, Y., & Hong, J. J. (2013). What makes you happy, kid?: An Exploration of Happiness among children in Indonesia. Paper presented at 15th Annual Conference of Pacific Early Childhood Education Research Association "Living in Harmony through Early Childhood Education and Care", 8th - 10th August 2014, Bali - Indonesia.
- We located the below work of a different year. Please check and let us know which year is correct.**
McAuley, C., & Layte, R. (2007 ~~2012~~?). Exploring the Relative Influence of Family Stressors and Socio-Economic Context on Children's Happiness and Well-Being. *Child Indicator Research*, 5, 523-545. *Social Indicators Research*, 82: 265-286.

Would it be possible to send us the above revision by or before August 17 (Monday)? Please let us know if the schedule is too tight for you.

Permintaan cek typo dan errors [22 Agustus 2020]

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/#search/young+children+voices>. The search bar contains the text "young children voices of happiness". The email is titled "Final draft confirmation APJRECE" and is from SungMin Kim (kims91@gmail.com) to the recipient, dated Saturday, August 22, 2020, at 11:14 PM. The email body contains the following text:

Dear Dr. Pranoto,

Attached is the final draft of your paper. Please check the file thoroughly for any typos, errors, or any last-minute changes. If revisions are needed, please edit in the attached **word file**, and let us know which changes are made. If both files are good to be published, we will proceed.

Please check the attached PDF file thoroughly, as this will be the published version.
Also, please do not make changes to the reference and in-text citations, as it has been edited based on the revised 7th APA edition.

*** The editor has also requested for one more revision: The abstract is a bit short. Please increase the abstract by adding a summary of the results and implications. Do not go over 200 words in total.**
The location of research questions has been moved to a more appropriate place in the manuscript, so please do not change this.

Thank you, and let us know if you have any questions!

Best regards,
Sungmin Kim

2 Attachments

The attachments are two PDF files with filenames: "edit_143.YULI PRA..." and "143.YULI PRA...".

Pemberitahuan publikasi, [24 Agustus 2020]

- Disebutkan Editor bahwa artikel akan terbit pada tanggal 1 September 2020

The screenshot shows a Gmail interface with the search bar containing "young children voices of happiness". The left sidebar shows the "Mail" section with "Inbox" (2,636), "Starred", "Snoozed", "Sent", and "Drafts" (46). The "Chat" section shows "No conversations" and "Start a chat". The "Spaces" section shows "No spaces yet" and "Create or find a space". The "Meet" section is partially visible at the bottom.

The main content area displays an email from SungMin Kim (kmsm91@gmail.com) to me, dated Monday, August 24, 2020, at 7:24 PM. The email body contains the following text:

Dear Dr. Pranoto,

Thank you for the file The manuscript will be published online on Sept 1 in our website www.pecerajournal.com

Thank you for your contribution to APJRECE!

Best regards,
Sungmin Kim

2020년 8월 24일 (월) 오후 4:14, Yuli Kurniawati Sugiyono <yuli.kurniawati.sp@mail.unnes.ac.id>님이 작성:

Below the email, there are two replies:

Yuli Kurniawati Sugiyono Pranoto (Tue, Aug 25, 2020, 10:25 AM): Dear SungMin Kim, Thank you very much for your email. About the publication, may I have a preprint of our paper?

SungMin Kim (Tue, Aug 25, 2020, 1:13 PM): Dear Dr. Pranoto, We will be shipping the journal and copies of your manuscript at the end of September (we cannot print a separate copy earlier). However, ship

Pemberitahuan pengiriman jurnal versi cetak ke penulis, [22 Maret 2021]

The screenshot shows a Gmail interface on a desktop browser. The address bar displays the URL: <https://mail.google.com/mail/u/0/#label/APJRECE/FMfcgwLswQ>. The search bar contains the text "labelapjrece". The left sidebar shows the "Mail" section with folders for "Drafts" (46), "APJRECE", "Early Child Developmen...", "Evaluasi Diri RPL" (17), "Global Studies of Childh...", and "TIMAS ITTS DAIRI" (226). Below "Mail" are "Chat" and "Spaces" sections, both showing "No conversations" and "No spaces yet" respectively. The main content area displays an email from "APJRECE <apjrece@gmail.com>" to "me", dated "Mon, Mar 22, 8:41 AM". The email subject is "Paper Journal of APJRECE". The body of the email reads: "Dear Yuli Kurniawati Sugyo Pranoto", "I hope this email finds you well.", "We have asked all the authors about paper Journal and We have decided to send the paper Journal to all authors if their journal was published last year. We will send it to the address which you stated in the cover page form.", "Address: Kampus Sekaran, A3 Building, 1st floor, Semarang, Indonesia", "Thank you.", "Sincerely,", "Dr. Soonhwan KIM", "Editor, APJRECE", "apjrece@gmail.com". At the bottom of the email, there is a logo for "PECEERA" and the text: "THE PACIFIC EARLY CHILDHOOD EDUCATION RESEARCH ASSOCIATION" and "www.pecerajournal.com". The bottom of the browser window shows the "Meet" section with a profile for "Yuli Kurniawati Sugyo Pranoto" and the email address "yuli.kurniawati.es@mail.unnes.ac.id".



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

Account created in the Manuscript Management System of APJRECE

APJRECE <apjrece@gmail.com>

Tue, May 7, 2019 :

Reply-To: APJRECE <apjrece@gmail.com>

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

Dear Yuli Kurniawati Pranoto

Welcome to the Manuscript Management System of the Asia-Pacific Journal of Research in Early Childhood Education. You have created your account successfully.

Here is your username and confidential password, which you will need to access the Manuscript Management System of APJRECE at <http://submit.apjrece.newnonmun.com/admin/login.php>.

Your username is: yuli.kurniawati.sp@mail.unnes.ac.id

Your password is: 4ntd13kael

Please save this information in a safe place. Once you login, you may change your password and personal information by selecting the "My Page" option on the menu bar at the left top of the page.

Kind Regards,
Manuscript Management System of APJRECE



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

Submission completed

APJRECE <apjrece@gmail.com>

Tue, May 7, 2019 :

Reply-To: APJRECE <apjrece@gmail.com>

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

Dear Yuli Kurniawati Pranoto

Your manuscript entitled "Young Children Voices of Happiness: learning from urban area in Indonesia" has been successfully submitted online. Your manuscript will be given a reference number once an Editor has been assigned. You may check on the progress of your paper by logging on to Manuscript Management System of APJRECE as an author.

The URL is <http://submit.apjrece.newnonmun.com/admin/login.php>

Thank you for submitting your manuscript to the Asia-Pacific Journal of Research in Early Childhood Education.

Kind Regards,
Manuscript Management System of APJRECE



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

Submission completed

APJRECE <apjrece@gmail.com>

Tue, May 14, 2019 :

Reply-To: APJRECE <apjrece@gmail.com>

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

Dear Yuli Kurniawati Sugiyo Pranoto

Your manuscript entitled "Young Children Voices of Happiness: learning from urban area in Indonesia" has been successfully submitted online. Your manuscript will be given a reference number once an Editor has been assigned. You may check on the progress of your paper by logging on to Manuscript Management System of APJRECE as an author.

The URL is <http://submit.apjrece.newnonmun.com/admin/login.php>

Thank you for submitting your manuscript to the Asia-Pacific Journal of Research in Early Childhood Education.

Kind Regards,
Manuscript Management System of APJRECE



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

Submission completed

APJRECE <apjrece@gmail.com>

Wed, May 15, 2019 :

Reply-To: APJRECE <apjrece@gmail.com>

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

Dear Yuli Kurniawati Sugiyo Pranoto

Your manuscript entitled "Young Children Voices of Happiness: learning from urban area in Indonesia" has been successfully submitted online. Your manuscript will be given a reference number once an Editor has been assigned. You may check on the progress of your paper by logging on to Manuscript Management System of APJRECE as an author.

The URL is <http://submit.apjrece.newnonmun.com/admin/login.php>

Thank you for submitting your manuscript to the Asia-Pacific Journal of Research in Early Childhood Education.

Kind Regards,
Manuscript Management System of APJRECE



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

A manuscript number has been assigned

APJRECE <apjrece@gmail.com>

Wed, May 15, 2019 :

Reply-To: APJRECE <apjrece@gmail.com>

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

Dear Yuli Kurniawati Sugiyo Pranoto

Your submission entitled "Young Children Voices of Happiness: learning from urban area in Indonesia" has been assigned the following manuscript number: APJ-19-143

We will let you know the outcome of the review process as soon as we can. Because APJRECE is an international journal, all manuscripts are refereed by scholars in several different countries. You may check the progress of your paper by logging on to the Manuscript Management System of APJRECE as a user. The URL is

<http://submit.apjrece.newnonmun.com/admin/login.php>

Your username is: yuli.kurniawati.sp@mail.unnes.ac.id

If you need to retrieve password details, please go to and find "Forgotten your ID/PW" from:

<http://submit.apjrece.newnonmun.com/admin/login.php>

Please feel free to contact us if you have any questions.

Kind Regards,
Manuscript Management System of APJRECE



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

APJRECE Revision Notification

APJRECE <apjrece@gmail.com>

Wed, Apr 29, 2020 at 11:00 AM

Reply-To: APJRECE <apjrece@gmail.com>

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

Ms. Ref. No.: APJ-20-143

Title: Young Children Voices of Happiness: learning from urban area in Indonesia

Dear Yuli Kurniawati Sugiyo Pranoto

We would like to inform you that your manuscript, "Young Children Voices of Happiness: learning from urban area in Indonesia," submitted for publication consideration for APJRECE has been accepted with revision.

Reviewers' comments are now available from the Manuscript Management System of APJRECE.

To view reviewers' comments, log on to Manuscript Management System of APJRECE as an author. The URL is

<http://submit.apjrece.newnonmun.com/admin/login.php>

Your username is: yuli.kurniawati.sp@mail.unnes.ac.id

If you need to retrieve password details, please go to and find "Forgotten your ID/PW" from:

<http://submit.apjrece.newnonmun.com/admin/login.php>

1. Once you log in the system, click 'Checking Status'; and then click 'View' under 'To Do' category of the table you see from the screen.
2. Revise your manuscript referring to each reviewer's suggestions.
3. Download and complete 'Revision Table.' In the revision table, please thoroughly specify how you revised your manuscript for each reviewer's comment.
4. Upload your revised manuscript and 'Revision Table.'
5. Click 'Submit' at the bottom of the page.

Thank you for submitting your work to the journal, and if you have any questions, please do not hesitate to contact me.

Sincerely,

Dr. Soonhwan KIM
Editor, APJRECE
apjrece@gmail.com

REVIEWING RESULTS

RESEARCH TITLE: YOUNG CHILDREN VOICES OF HAPPINESS: LEARNING FROM URBAN AREA IN INDONESIA

ACCEPT WITH MAJOR REVISIONS

Topic	Comments																																									
Abstract	<p>NEED TO BE ADJUSTED. THE BELOW ITEMS NEED TO BE CONSIDERED:</p> <ol style="list-style-type: none"> 1. try to use the qualitative words 2. give a clear picture of research participants 3. describe research procedure <p>For example: This qualitative study aimed to describe happiness of preschool children in four public kindergartens in urban area of Jakarta, Indonesia. The participants involved 353 children (165 boys; 188 girls) with the age ranging from four to six year-old. Data was collected using a face-to-face interview and content analysis was used.</p>																																									
Research methodology	<p>FOR A BETTER UNDERSTANDING, IT NEEDS TO BE REWRITTEN AND REARRANGED ORDERLY. TRY TO DESCRIBE DATA ACCORDING TO THE BELOW QUESTIONS STEP BY STEP:</p> <ol style="list-style-type: none"> 1. PARTICIPANTS <ul style="list-style-type: none"> ● Show demography matrix of the 353 children coming from four public kindergartens in Jakarta such as genders of each age group, religious. <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Public kindergartens</th> <th colspan="2">Gender</th> <th colspan="2">Age groups</th> <th colspan="2">Religious</th> </tr> <tr> <th>boys</th> <th>girls</th> <th>4-5</th> <th>5-6</th> <th>Muslim</th> <th>XXX</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> 2. PROCEDURE <ul style="list-style-type: none"> ● Entry into the field Give more context information of how the researcher enter into the field of study and the kindergartens. ● Data sources Show the clear process of data collection and analysis. Describe what kind of interview (a group interview or an in-depth interview or a face-to-face interview, ect.) that was used in the study? How much time did it take? 	Public kindergartens	Gender		Age groups		Religious		boys	girls	4-5	5-6	Muslim	XXX	1.							2.							3.							4.						
Public kindergartens	Gender		Age groups		Religious																																					
	boys	girls	4-5	5-6	Muslim	XXX																																				
1.																																										
2.																																										
3.																																										
4.																																										
<p>Note: 1. be aware of language structure such as a tense, a fragile sentence, a part of speech</p> <p>2. recheck the reference such as Brockmann & Delhey, 2010, Campbell et.al, 1976, Cummins, 2000, Eysenck, 1990, Huebner, 2004, Koopmans et al., 2010, Heubner (2002), Pranoto & Hong, 2018, etc..</p>																																										

NameWorawan Hemchayart.....Date 2 March 2020



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

Regarding the results of manuscript (APJRECE)

APJRECE <apjrece@gmail.com>

Wed, Apr 29, 2020 at 11:07 AM

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

Dear Dr. Pranoto,

I hope that you are well. I would like to let you know that your paper **Young Children Voices of Happiness: learning from urban area in Indonesia** has been accepted with major revisions, as notified in the previous email. We apologize for the long time taken for the deliberation.

One of the reviewers has sent the comments through email, so I have attached the files in this email for you to check. You can check the other reviewers' comments through the link sent in the previous email.

Thank you very much!

Best regards,
Soonhwan Kim



**THE PACIFIC EARLY CHILDHOOD EDUCATION
RESEARCH ASSOCIATION**

www.pecerajournal.com

www.apjrece.com

2 attachments



reviewing results.pdf

93K



1.young children voice.pdf

298K



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

Regarding the publication of your manuscript (APJRECE)

APJRECE <apjrece@gmail.com>

Thu, Jul 9, 2020 at 7:10 AM

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

Dear Dr. Pranoto,

I hope this email finds you well.

We would like to publish your manuscript, which has been accepted in April 29 as below email, in our upcoming September issue. Our next regular issue was originally scheduled to be published in January 2021, but there has been changes made with the publications of special issue (September 2020) due to some adjustments during the pandemic.

We will be able to publish your manuscript in our September issue if we can receive the revised manuscript and the revision table by **July 30**.

Please let us know if this is possible. We apologize for the sudden notification regarding the change of schedules.

Thank you very much!

Best regards,

Soonhwan Kim

----- Forwarded message -----

From: APJRECE <apjrece@gmail.com>

Date: Wed, Apr 29, 2020 at 1:00 PM

Subject: APJRECE Revision Notification

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

Ms. Ref. No.: APJ-20-143

Title: Young Children Voices of Happiness: learning from urban area in Indonesia

Dear Yuli Kurniawati Sugiyo Pranoto

We would like to inform you that your manuscript, "Young Children Voices of Happiness: learning from urban area in Indonesia," submitted for publication consideration for APJRECE has been accepted with revision.

Reviewers' comments are now available from the Manuscript Management System of APJRECE.

To view reviewers' comments, log on to Manuscript Management System of APJRECE as an author. The URL is

<http://submit.apjrece.newnonmun.com/admin/login.php>

Your username is: yuli.kurniawati.sp@mail.unnes.ac.id

If you need to retrieve password details, please go to and find "Forgotten your ID/PW" from:

<http://submit.apjrece.newnonmun.com/admin/login.php>

1. Once you log in the system, click 'Checking Status'; and then click 'View' under 'To Do' category of the table you see from the screen.
2. Revise your manuscript referring to each reviewer's suggestions.
3. Download and complete 'Revision Table.' In the revision table, please thoroughly specify how you revised your manuscript for each reviewer's comment.
4. Upload your revised manuscript and 'Revision Table.'
5. Click 'Submit' at the bottom of the page.

Thank you for submitting your work to the journal, and if you have any questions, please do not hesitate to contact me.

Sincerely,
Dr. Soonhwan KIM
Editor, APJRECE
apjrece@gmail.com



**THE PACIFIC EARLY CHILDHOOD EDUCATION
RESEARCH ASSOCIATION**

www.pecerajournal.com

www.apjrece.com

July 30th, 2020

Dear Reviewer,

Asia-Pacific Journal of Research in Early Childhood Education.

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

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

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

On behalf of all authors,
Sincerely,

Yuli Kurniawati Sugiyo Pranoto

Letter to reviewer_1

1. Comments to the Author

I agree the lack of studies about the happiness of children from Eastern countries, but there are many comparative studies between Western countries and Japan. Japanese researchers, for example, Uchida, Oishi and Kitayama compared the cultural differences. Especially Uchida (2004) identified "in East Asian cultural context, happiness tends to be defined in terms of interpersonal connectedness." I think the author has to examine, more carefully, precedent studies about the cultural originality of happiness in Asia, before writing this paper.

Answer

Thank you for your kind feedback.

To respond your feedback, this study addresses the shortcomings of previous studies. This is because studies on children's happiness have been carried out in Western countries, while lacking in Asia, specifically in the Eastern region. The only research concerning a similar topic in Asia was carried out by Uchida et al. (2004) in Japan, and this study addresses teenagers.

Nevertheless, before acknowledging Uchida's study, there is a need to review the different concepts of happiness, motivations that tend to affect it, and sources in various cultures (Uchida et al., 2004). Indonesian children have different meanings and experiences of happiness from those in the West.

Cross-cultural surveys were globally carried out to determine the interest of adults and parents in children's happiness (Diener & Lucas, 1999, 2004). The limited studies concerning happiness in early childhood, particularly in Asian countries, are a research question that needs to be addressed. Several studies had been carried out on adults, while those concerning children are lacking (Andrews and Withey, 1976; Campbell et al., 1976; Cummins, 2000; Huebner, 2004; Snyder & Lopez, 2007; Koopmans et al., 2010; Brockmann & Delhey, 2010; Ye et al. 2014). Chaplin (2009), reported that one of the most salient questions in literature over the years is the need to carry out studies on children's happiness (Chaplin, 2009). Park and Peterson (2006) stated that studies on children's happiness are usually neglected, irrespective of the fact that there is a need for conceptual clarity in understanding the circumstances that make children happy (Thoiliez' study (2011).

2. Comment to author

In the introduction, "children have unique perspective and experiences of happiness", it may be necessary to explain why it is.

Answer

From a sociological perspective, childhood is seen as a time of social construction and children are seen as social actors and discussed in separate process. Therefore, children have the right to be saved properly, separate from their parents or caregivers (James & Prout, 1990; Qvortrup, 1994, 2004; Corsaro, 1997; Christensen & James, 2000; Lloyd-Smith & Tarr, 2000; O'Kane, 2000). From a postmodern perspective, children are seen as individuals who have extensive knowledge, as competent members of society (Bruner, 1996; Dahlberg et al., 1999). Therefore, children view as capable, knowledgeable experts from their own lives, possessing knowledge, perspectives and special interests (Dahl, 1995; Mayall, 2000; Clark & Moss, 2001).

With regard to the topic of happiness, from the results of the literature review of previous research, especially in the West, research on sources of happiness involving adults, illustrates different results compared to research in early childhood. A western study by Chaplin (2009) and Thoillez (2011) discovered that when children are asked about the meaning of happiness, relationships with the family are the most dominant respond concerning happiness or sadness. Chaplin found consistent age differences in what children perceive to make them happy. Their initial age related findings suggest that children's sources of happiness may change as they progress from childhood throughout adolescence. that it is possible that children can be equally happy but they may be focusing on different domains to reach the same level of happiness. Studies have primarily used surveys to examine how external correlates of adults' lives (e.g., income, employment, marital status, etc.) affect happiness (Andrews and Withey 1976; Bortner and Hultsch 1970; Campbell et al. 1976; Cohn 1979; Cummins 2000).

3. Comment to author

The originality of this paper can be estimated, the talk of children is interesting.

Answer

Thank you for your support. Indeed, cross-cultural surveys in many continents reveal that adults and parents want happiness for children (Diener & Lucas, 1999, 2004). The limited studies concerning happiness in early childhood, particularly in Asian countries, are a research question that needs to be addressed. Several studies had been carried out on adults, while those concerning children are lacking (Andrews and Withey, 1976; Campbell et al., 1976; Cummins, 2000; Huebner, 2004; Snyder & Lopez, 2007; Koopmans et al., 2010; Brockmann & Delhey, 2010; Ye et al. 2014).

Moreover, study which children are involved and recognized as participants is now important to consider. Previous research tends to be done on children by researchers who observe and test their development and competence. Now, in contrast, researchers talk about conducting joint research with children, in which the opinions and views of children want to be expressed (Corsaro & Molinari, 2000; Mayall, 2000; 2003; O'Kane, 2000).

Research using a variety of methods has shown that early childhood are reliable informants and are able to provide valuable and useful information (for example, Evans & Fuller, 1996; Clark & Moss, 2001; Sheridan & Pramling Samuelsson, 2001; Wiltz & Klein, 2001; Einarsdóttir, 2003, 2005c; Pranoto & Hong, 2018, Sugiyo Pranoto & Hong, 2020, Sugiyo Pranoto & Hong 2020)

4. Comment to author.

Some mistakes of spelling and typing are seen; (ex)p.3 1.How how→How, please confirm this paper carefully

Answer

Thank you very much for your suggestion. We have had copy edit for errors according to your suggestion. Some of revised sentences are provided in the body text.

5. Comment to author

P.17, I doubt that " Asian parents do not really believe that plying is a factor to children's development". In Asian countries there are many differences, the author can't conclude at this point.

Answer

Thank you for your kind feedback. For your information, this conclusion has been made due for several literature review. Some of example result study can be seen in the following descriptions.

First, there was one unanticipated cultural difference in parental thinking, given the evidence that Asian parents demand more obedience or compliance from their children (Liu, 1986):

Second, study with Mexican and Indonesian mothers, revealed that mother, who viewed children's play as just for amusement, did not play with their children or facilitate play (Farver & Howes, 1993).

Third, a study with Asian and Euro-American parents, showed result that the Asian parents did not value play for the development of preschool children. They did not believe play helps children get ready for school. The Asian parents stressed the idea that getting a head start in early academics is important for the cognitive development of children in the preschool years (Parmar, Harkness, & Super, 2004).

6. Comment to author

It seems that this paragraphe (p.19) lacks the disccusion from a viewpoint of social environment

Answer

Thank your for your kind attention. We have strengthened this discussion part.

Letter to reviewer_2

Comment to author

NEED TO BE ADJUSTED. THE BELOW ITEMS NEED TO BE CONSIDERED:

1. try to use the qualitative words
2. give a clear picture of research participants
3. describe research procedure

For example: This qualitative study aimed to describe happiness of preschool children in four public kindergartens in urban area of Jakarta, Indonesia. The participants involved 353 children (165 boys; 188 girls) ranging from four to six year-old. Data was collected using a face-to-face interview and content analysis.

Answer

Thank you for kind feedback and correction, as follows:

This mixed-method study describes the happiness levels of preschool children in four Islamic kindergartens in the urban area of Jakarta, Indonesia. The participant involved 353 children, including 165 boys and 188 girls, within four to six years. Data were qualitatively and quantitatively collected through face-to-face interviews and face-scale tests, with the content, and A Pearson Chi-Square method used for analysis. The result showed that children have high levels of happiness, with the majority considering play as a source of positive effect. In contrast, material issues such as buying clothes negatively affected them, irrespective of their age. Further, there is a correlation between the level of happiness viewed from the chosen source of positive effect [$\chi(1) = 63.726, p=.034$]. Nevertheless, it does not mean that when children choose to play as a source of positive effect, they seem happier than others. Further studies are needed to analyse the implication of children's level of happiness on parents, social workers, and teachers.

Comment to author

FOR A BETTER UNDERSTANDING, IT NEEDS TO BE REWRITTEN AND REARRANGED ORDERLY. TRY TO DESCRIBE DATA ACCORDING TO THE BELOW QUESTIONS STEP BY STEP:

1. PARTICIPANTS

Show demography matrix of the 353 children coming from four public kindergartens in Jakarta such as genders of each age group, religious.

Answer

Thank you for your input. We have provide the table to show demography matrix. As for Confidentiality, when all the process of interview and filling out are done, the researchers transcribe all recorded and noted interviews with a PC. Data of children are coded and kept (including where they were from) to ensure their security. All are Islamic schools/kindergarten.

Table. 1 Distribution of participant

Gender		Age groups		
Boys	Girls	4	5	6
165	188	65	167	121

Comment to author

PROCEDURE

Give more context information of how the researcher enter into the field of study and the kindergartens.

Data sources

Show the clear process of data collection and analysis. Describe what kind of interview (a group interview or an in-depth interview or a face-to-face interview, ect.) that was used in the study? How much time did it take?

Answer

Thank you for your feedback. We have rearranged how the presentation of data collection and data analysis. Regarding how long the interview took, we explained in the interview section. The interview process takes 15-30 minutes. In some cases, children needed longer interview time. Therefore, the policy was to set 60 minutes/child. In some extreme cases, some children needed evensudah longer time and had to be accompanied by their friends.



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

Regarding the revision of manuscript (APJRECE)

SungMin Kim <kimsm91@gmail.com>

Tue, Aug 4, 2020 at 12:59 PM

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

Dear Dr. Pranoto,

My name is Sungmin Kim, the editor assistant of APJRECE (PECERA). It's very nice to meet you via email. The editorial board has gone through the deliberation of the revised manuscript and has provided review and comments as attached in this email. **Please check the attached file** and make thorough revisions based on the comments. The editor has also requested for the manuscript to be **proofread** by a native speaker. Also, please make sure to highlight the revised parts in yellow.

It would be very much appreciated if you could send us the 2nd revision by **August 15** by email OR re-uploading on our portal. Let us know if the schedule is too tight.

Thank you very much! Please let us know if you have any questions.

Best regards,
Sungmin Kim



Pranoto_Editorial board comments.pdf

350K

Editorial board comments
YOUNG CHILDREN VOICES OF HAPPINESS: LEARNING FROM URBAN AREA IN
INDONESIA

Dear Dr. Pranoto,

The author(s) made an effort to revise the manuscript as advised by the reviewers, but there are many parts that have not been modified. In order to be published in this journal, the following aspects of the manuscript must be revised.

1. Effect and affect are used interchangeably.
2. Reviewer B is questioning the use of the Chi Square Test. In the chi square test results table, there are so many cells with 0, which do not satisfy the statistical assumptions of the chi square test. Also, the sum of the number of responses cannot be considered as a nominal scale. Therefore, it is not appropriate to use chi square test. Please delete the statistics section and revise the manuscript focusing on the qualitative analysis results that address research questions 1 and 2.
3. The results section is written more like a handout rather than a paper. The author(s) only presented the frequency and examples of student response for each category. This section, therefore, needs to be expanded with detailed explanation as to why students responded that they are happy or not happy because of a specific item.
4. As pointed out by Reviewer B, the author(s) should explain how this study is different from the study by Kurniawati and Hong (2015).
5. Reviewer B also pointed out that it is hard to consider the study by Ash and Heubner (2002) as a research related to happiness, but this part is not revised.
6. The manuscript should be carefully proofread before submission.

When the manuscript is resubmitted after these aspects have been revised, the editorial board will make a final decision about whether the revised manuscript can be published.

Sincerely,
Editorial board of APJRECE
August 4, 2020



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

Regarding the revision of manuscript (APJRECE)

Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>
To: SungMin Kim <kimsm91@gmail.com>

Tue, Aug 11, 2020 at 10:57 AM

Dear SungMin Kim,

We would like to submit a letter to respond to the Editor comments. For your information, all revision parts have been highlighted in yellow. All authors have approved this manuscript, agreed with this response, and have no conflict of interests.

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

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

Best regards,
Yuli Kurniawati

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](#)

On Tue, Aug 4, 2020 at 1:00 PM SungMin Kim <kimsm91@gmail.com> wrote:
[Quoted text hidden]

3 attachments



Letter to Editor (revision).docx
20K



Manuscript_without author details.docx
60K



Figure and Tables.rar
172K

YOUNG CHILDREN VOICES OF HAPPINESS: CASE STUDY OF LEARNING FROM URBAN AREA IN INDONESIA

Abstract

This qualitative study describes the happiness levels of preschool children in four Islamic kindergartens in the urban area of Jakarta, Indonesia. The participant involved 353 children, including 165 boys and 188 girls, within four to six years. Data were collected through face-to-face interviews and face-scale, with the content. The result showed that children have high levels of happiness, with the majority considering play as a source of positive affect. In contrast, material issues negatively affected them. Further studies are needed to analyze the implication of children's happiness on parents, social workers, and teachers.

Keywords: happiness, affection, urban children, Indonesian.

Introduction

Cross-cultural surveys were globally carried out to determine the interest of adults and parents in children's happiness (Diener & Lucas, 1999, 2004). The limited studies concerning happiness in early childhood, particularly in Asian countries, are a research question that needs to be addressed. Several studies had been carried out on adults, while those concerning children are lacking (Andrews and Withey, 1976; Chappell & Crisp, 1998; Cummins, et.al, 2000; Huebner, 2004; Snyder & Lopez, 2007; Koopmans et al., 2010; Brockmann & Delhey, 2010; Ye et al. 2014).

Chaplin (2009), reported that one of the most salient questions in literature over the years is the need to carry out studies on children's happiness (Chaplin, 2009). Park and Peterson (2006) stated that studies on children's happiness are usually neglected, irrespective of the fact that there is a need for conceptual clarity in understanding the circumstances that make children happy (Thoilliez' study (2011). Furthermore, similar studies need to be carried out, particularly in Eastern countries to investigate the sources of happiness in early childhood. This allows for a more informed discussion globally because children have unique perspectives and experiences of happiness, different from adults and their mothers (Pranoto & Hong, 2018).

In this context, this research addresses the shortcomings of previous studies. This is because studies on children's happiness have been carried out in Western countries. The research concerning a similar topic on young children in Eastern countries have

been carried out by Kim and Kang (2008), Kim (2013) and Hong, Ra, & Jang (2014), however studies in Southeast Asia such as Indonesia are rare.

From a sociological perspective, childhood is seen as a time of social construction and children are seen as social actors and discussed in separate process. Therefore, children have the right to be saved properly, separate from their parents or caregivers (James & Prout, 1990, 1997; Qvortrup, 1994, 2004; Corsaro, 1997; Lloyd-Smith & Tarr, 2000; O'Kane, 2000; Christensen & James, 2008). From a postmodern perspective, children are seen as individuals who have extensive knowledge, as competent members of society (Bruner, 1996; Dahlberg et al., 1999). Therefore, children view as capable, knowledgeable experts from their own lives, possessing knowledge, perspectives and special interests (Dahl, 1995; Mayall, 2000; Clark & Moss, 2001).

Nevertheless, before acknowledging Uchida's study, there is a need to review the different concepts of happiness, motivations that tend to affect it, and sources in various cultures (Uchida et al., 2004). Indonesian children have different meanings and experiences of happiness from those in the West. According to previous studies in rural areas such as di Landak, Kalimantan Barat and Ende, East Nusa Tenggara children between the ages of 3 – 8, reported material issues following with spend a lot of time playing with toys as source of happiness (Kurniawati & Hong, 2013, 2014). Further observations showed that Ende, Nusa Tenggara and Landak in West Kalimantan lack facilities because they are distant from the capital (Jakarta). Therefore, people in these regions are happier when more facilities are available and this value is passed down to their children. Previous research by Casas, Figuer, Gonza' lez, & Coenders (2004), showed a significant correlation between values parents and children's belief. According to Whitbeck & Gecas (1988) and Vollebergh et.al (2001) children tend to adhere to values from their parents. Bronfenbrenner (1979) stated that a mother's up-bringing influences the way her children are trained.

Another explanation regarding why material stuff is vital for happiness comes from samples of children living in the suburbs. It is assumed that those living in the suburbs are medium to low income families. Based on the Canadian National Longitudinal Survey and Youth (NLSCY), Burton and Phipps (2008), discovered positive correlation between a family's economic status (income) and teenagers happiness. There are some evidence that socio-economic status (Proctor, Linley,

Maltby, 2009), family income (Rees, Pople, Goswami, 2011; Knies, 2012; Main, 2014), and family structure (Zullig KJ, et al. 2005; Levin, Dallago, Currie, 2012; Bjarnason, et al, 2012), also affect the older children's subjective well-being.

Irrespective of the several findings from previous studies carried out in the West and those concerning young Indonesian children residing in rural areas, there is a need to capture a conceptual description of the sources of Indonesian children happiness lived in urban areas.

This study aims to comprehensively understand the happiness level of children residing in urban areas Jakarta, the capital city of Indonesia. In more detail, this study complements previous research carried out by Kurniawati & Hong (2013 and 2014) which emphasized on positive affection using a single open-ended question, namely "what makes you happy." Furthermore, the research also explores the cognitive aspects (Ben-Arieh, et.al, 2014) as well as both positive and negative affection (Diener, 1984; Argyle et al, 1989).

Aim and research questions

The purpose of this qualitative study was to describe happiness from young children (aged 4-6 years old). The following research questions were addressed:

1. The extent or degree of happiness experienced by children residing in urban areas?
2. The activities they derived both positive (happiness) and negative affect (unhappiness) in their everyday lives?

Happiness

Psychologists reported that happiness is equivalent to subjective well-being (Argyle, 1987; Eysenck, 1990). Subjective well-being covers affective and cognitive dimensions, which is used to evaluate one's life, including overall life satisfaction (Ben-Arieh, et al. 2014).

Although, its exact definition is under debate (Diener, 2009; Snyder & Lopez, 2007). It is a positive emotional status subjectively experienced by an individual. It is also defined as *global life satisfaction or perception of the quality of life, as well as the presence and absence of both positive and negative affect, respectively* (Diener,

1984). Argyle et al. (1989) stated that happiness is the average satisfaction derived from certain frequencies of positive and negative affects within a specific period.

According to the eudemonistic approach, it refers to a condition, not a possession. Despite the methods of data collection and quantitative analyses, Ryff and Singer (2008) stated that results from the eudemonistic approach are humanistic and focus on individuals' values and lifestyles as reported in a narrative research (Bauer et al. 2008) with conclusions and recommendations based on normative analysis (Sheldon & Kasser, 1998). In accordance with this approach, this research creates a platform aimed to facilitate the need to acknowledge the happiness of Indonesian children.

Based on the previous theoretical framework, children's happiness or subjective well-being is understood as the average evaluation of life relating to certain frequencies of positive and negative affect within a specific period. The extent or degree of happiness experienced by Indonesian children between the ages of 4-6, which is influenced by their positive (happiness) and negative (unhappiness) activities that affect their daily lives was reported in this study.

Method

This is a qualitative study aimed to describe happiness from the perspective of children. This research was designed to counter the study carried out by Huebner (1994) and Cummins and Lau (2005, 2006), which stated that the best approach to measure children's happiness is by getting them involved rather than adults. Adhering to their own views and experiences is at the heart of developing and understanding the key factors that affect their lives. A face to face interview was carried out to assess sources of happiness, while a face-scale was used to evaluate its level in children.

Participant

The participants involved 353 children (165 boys and 188 girls), aged 4-6 years old ($M=5.16$; $SD=.709$) from four different kindergartens in Jakarta. However, after an explanation of this research was presented to parents, they gave a written consent, permitting their children to be involved in this study. The following table shows the distribution of participants.

[insert table.1 here]

Data collection

Ethical consideration

The principals of the four public kindergartens in Jakarta gave their consent prior to data collection. Furthermore, written consent was obtained from the parents authorizing their children to participate in the study, and only the permitted ones, were involved. Subsequently, before the interview session, a brief explanation concerning the study was carried out.

Confidentiality

Documents such as informed consent, the identity of children (code names), recordings, questionnaires, notes, and transcriptions from each interview are kept in an enclosed locker, which was only accessible to the writer. However, after the interview processes and filling of questionnaires, all recordings and field notes were transcribed using a PC. The children's data was also coded to ensure their safety.

Data collection

Interviews

In accordance with qualitative purposes, this study carried out a face to face interview with the children individually. The questionnaire consists of single open-ended questions considering that some of them require certain levels of concentrations to understand the read comprehension, thereby making it an inappropriate measuring instrument for children (Chaplin, 2009). All the participants addressed the following open-ended question, "what makes you happy (*senang*) and unhappy (*sedih*) in your daily life?".

Based on the structure of the Indonesian emotional lexicon (Shaver, Murdaya & Fraley, 2001), positive affect consists of two basic affections, namely happiness (*senang*) and love (*cinta*). On the contrary, negative affect consists of three principal affections, including anger (*marah*), fear (*takut*) and unhappiness (*sedih*). In light of Harter's (1982) statement that children age 3 already understand certain emotions, as well as the structure of the Indonesian emotional lexicon, this research focuses on happiness (*senang*) and unhappiness (*sedih*) as positive and negative affect respectively.

Face scale Test

This study applied a modified Face Scale Test (FST) to measure the total level of children's happiness using a single item scale (Holder, Coleman, & Wallace, 2010). It has been widely used due to its validity and reliability (Abdel-Khalek, 2006).

This test uses the Likert type of scale with six simple pictures positioned parallel to the horizontal line. These pictures depict varied mouth expressions, from extremely upturned (indicating great happiness) to excessively downturned (indicating unhappiness) (Fig.1). The selected picture shows a score used to detect changes within several age ranges.

[insert figure.1 here]

Consequently, specific adjustments, such as reducing the number of pictures from 7 to 6, were also made. This is consistent with a previous clinical study that used FST to identify pain in children (Wong & Baker, 1988).

Timing, recording, and field notes

An observation of the school premises was carried out a few days before the children were interviewed. This was to realize a better picture of the children's daily life and get them accustomed to the process. Approximately 15 to 30 minutes was spent interviewing each child. In certain instances, they needed a longer time. Therefore, it was decided that 60 minutes is spent on each child. However, in extreme cases, some of them needed a long time and had to be accompanied by their friends. This research only managed to have a session of interview per child with repeated questions in order to verify their responses. This helped to ensure that all answers or responses were valid. Furthermore, other relevant data was recorded in the field note, which was used for analysis.

Settings

In this research, data collection was carried out in several settings within the school vicinity. Interviews were carried out in an unused classroom, a public hall for special events, teachers' rooms, a gazebo, hallway, and school playground. These settings were designed to be natural and as comfortable and less intimidating as possible.

Data analysis

Content analysis of interview transcripts

The children's responses to questions were screened using content analysis to determine statements that revealed factors or sources perceived as contributing to the children's happiness. This led to the generation of a list of statements and categories. This process involves two independent analysts, namely the fieldworker and a trained research assistant familiar with the qualitative analysis intended for children.

In order to increase the construct validity, data, or transcripts from the interviews were independently coded by a trained research assistant. Disparities were discovered and resolved by re-coding and reviewing them simultaneously. The content analysis of the original data is applied in native Bahasa Indonesia. The process of translating it to English has been carried out and verified by a third party. Children's reports during interviews were grouped based on the questions and compared with the other data to provide an overall trend.

Results

Level of Happiness

Table 2 below shows the variations in the level of happiness, from excessively happy to extremely unhappy. According to the table, 75.1% or 265 children residing in urban areas reported that they are in level 1 (certainly upturned), meaning they are absolutely happy. As many as 61 children (17.3%) stated that they are in level 2, meaning they are happy despite being unhappy at times.

[insert table. 2 here]

Ten out of 353 children (2.8%) stated that they are in level 3. Two children (0.6%) reported that they are in level 4. Furthermore, another two (0.6%) stated that they are in level 5 (downturned), meaning they are unhappy, while 13 of them (3.7%) reported that they are in level 6 (certainly downturned) or feel extremely unhappy and they cry a lot.

Source of positive affect

[insert table. 3 here]

Based on table 3, children in this study identified five most common sources of their positive affect: play, school performance, material issues, friendship, and family.

To what extent children identified the following sources of positive affect in their daily lives were described as follows:

Play

The majority of participants identified play as the most preferred source of positive affect. Previous study comprising of young children (3-5 years old) indicated that young children felt happy when they are engaged in their favourite play (Hong, Ra, and Jang, 2014).

Play here refers to having or given enough time and opportunity to carry out activities at home, outside, and school. For instance, watching their favorite TV shows or cartoon, playing games on consoles using electronic gadgets, tablets or computers acting, sleeping, sporting, rope jumping, seesawing, riding swings, cycling, , playing traditional games (i.e “*engklek*”), , visiting the park, and many kinds of plays with tools like dolls, toy cars, toy guns, planes, balls, ships, dices, kites, blocks, robots, spins, Lego, cards, choppers, and activities like gardening without any obligations.

I feel excited when I play the role of a chef. (Sy, 4 years old, girl)

I love playing with toy cars, bikes, planes, watching television and also playing games on tablet. (Fd, 6 years old, boy)

School Performance

The second most popular source of positive affect in the daily life of urban children is school performance such as going to school, enjoying the various activities such as learning, writing, drawing, coloring, reading story books, arranging blocks and carrying out their homework. School performance also means achievements and getting reward from the teacher. In line with previous study by Hwang, Kim and Tak (2013) stated that 5 years old children are happy when they experience achievements.

I feel happy at school because I can learn to write and arrange blocks there. (Ih, 5 years old, boy)

I feel excited when I learn and read story books at school. (Ma, 5 years old, girl)

In this study, children within the age of 6 and above stated that they were happy with their school performance than those between the ages of 4 and 5. This is associated with the fact that parents residing in urban areas such as Jakarta emphasize on children's upbringing and high educational aspiration especially when they are 6 years old and close to entering primary school. According to Spera (2006) and Sy & Schulenberg (2005) when parents support and spend enough time and resources in children's learning activities, it instills the spirit of professional achievement in them (Benner & Mistry, 2007, Kirk et al., 2011, Rutchick et al., 2009; Villiger et al., 2014).

Numerous studies on parental educational aspirations reported varying demographic aspects such as ethnicity and gender (Oketch et al., 2012; Spera et al., 2009). The research carried out by Chowdry et al. (2010) also supported ethnicity because parents residing in Jakarta ensure their children get the best education, without neglecting their personal need to succeed academically. This usually manifests in highly educated parents that strive to ensure their children acquire higher education (Chowdry et al., 2010; Spera et al., 2009; Zhang et al., 2007).

Material Issues

Children are happy when rewarded with clothes, veil, flowers, dolls, shoes, bags, new toys, money, cars, and a new house by their parents. This is accordance with the research carried out by Kim (2013) on the meanings of happiness perceived by five-year-olds through interviews and drawings with material affluence as one of their perceived happiness in daily life.

I feel happy when gifted with a new set of Lego and a miniature of Harry Potter.

(Al, 5 years old, boy)

I feel excited when gifted with a Barbie doll.

(Ny, 5 years old, girl)

Friendship

Friendship is a source of positive affect for urban children. It refers to the act of being recognized, accepted and involved in playing with peers, and having lots of friends.

I feel very happy when all my friends are nice to me. (Ne, 6 years old, girl)

I feel happy seeing my friends and playing with them. (Ft, 5 years old, girl)

Family

The family tends to positively affect children's feeling and experiences in accordance with their daily life. This context is associated with the love, attention, and care bestowed on children within their family. Family here includes parents, siblings, relatives, grandparents, aunts and uncles.

I feel very happy when my brother comes home, then takes a shower, and nap with me.

(Fz, 6 years old, boy)

I feel happy whenever I see my mom happy.

(Ad, 6 years old, girl)

Recreational Need

Recreational need such as traveling is accounted for as a positive affect by children. Going on a picnic to certain tourist sites such as beaches or city parks, visiting other towns like Bandung, or resort made children happy:

I feel happy traveling.

(Ag, 6 years old, girl)

I feel glad and excited going for a walk.

(Kh, 6 years old, girl)

Relph (1976) stated that places hold personal and cultural significance which reflects individual experiences and views of certain environments. Young children need attractive places where they can act freely, be protected, and have their curiosity stirred (Chawla, 1986). They feel happy in places where they are able to have self-directed experiences, fulfil their fun related-needs, and share pleasant experiences with their families.

Parties

Parties also act as a positive affect for children. They look forward to celebrations such as birthday parties, and national festivals to get gifts and spend good times with friends and family members.

I feel happy celebrating my birthday.

(Az, 6 years old, boy)

None

Some children failed to provide answers to positive affect. These set of children failed to provide answers or had no knowledge of what makes them happy. They failed to report any situation or moment of happiness in their lives, and say nothing when asked questions. Mills (2017) stated that deciding not to answer such questions is an expression of voice, which is similar to going away and sitting under a table.

I don't know

(Hs, 6 years old, girl)

...(silent)...

(Sh, 6 years old, girl)

Spiritual Need

Spiritual need here includes conducting spiritual activities like reading Al-Qur'an and observing prayers, as shown in the following statements.

I feel happy when I recite Al-Qur'an.

(Kr, 6 years old, girl)

I feel happy when I reciting Al-Qur'an and observing prayers.

(Ys, 6 years old, boy)

Previous study in the areas of happiness in perspective of Muslim children, was carried out on those that are 11 years and above (Abdel-Khalek and Eid, 2009; Abdel-Khalek, 2013). In this study, three children, as early as 5 years old, were able to interpret spiritual activities. This is made possible by the factors of parents and teachers in school in getting used to religious activities by presenting happy emotions in them. Research carried out by Moore et.al (2016) on children of parents that rate their family as very religious or highly spiritual have a higher score on the Spiritual Life Size of Children. This is consistent with the conceptualization of the spiritual development of Boyatzis (2012). Although spirituality may be very intrinsic, it is nurtured and channeled by one's environment. Therefore, it is assumed that children with more opportunities to interact in a highly religious and spiritual context, have a more nurtured and supported spiritual life.

Basic Need

Only one child out of 353 (0.3%) children considered basic need as positive affect. This basic need includes physiological needs such as eating and drinking.

To her, she felt happy when having delicious food.

I am glad when I eat delicious food.

(Ky, 6 years old, girl)

Source of negative affect

[insert table. 4 here]

Table 4, identified the top five sources of negative affect in children's daily lives based on their responses, namely material issues, none, family, illness or injury, and friendship. The following are results from interviews carried out on the sources of negative affect. The children residing in Jakarta stated that there are 12 sources of negative affect, as follows:

Material Issues

Children reported that material issues are the most popular sources of negative affect in their daily lives. It is possible that this starts with changes in parents' perceptions of children's happiness. It is strengthened by many advertisements on social media and companies create "things that make children happy" as a promotional medium to increase sales of their products, which therefore encourages parents to buy toys for their children (Stearns, 2019).

Some samples of their responses include lack of possession for certain items, in ability to get any present, broken or obsolete materials such as torn shirt or skirt. It is also associated with parents that do not fulfill their wish for an item they desire, lack of money or losing one's veil.

I feel unhappy when my robot is broken.

(Az, 5 years old, girl)

I feel upset when my doll is damaged or ugly.

(At, 6 years old, girl)

None

None here refers to statements from children that claimed that they did not experience any unhappiness which means that they are happy most of the time.

Besides, it includes response from children that do not say anything.

When asked “have you ever felt sad” and “what makes you sad?,” a total of 53 children claimed that they never felt sad, and others just shook and bowed their head.

The expression of negative emotions is severely restricted by cultural values in Javanese, as the majority ethnic group in Indonesia, (Garna, 1984). This value seems to penetrate the whole Indonesian way of life (Shiraisi, 1997). Geertz (1961) ethnographic study associated with emotional expression, found that a family in Java underscores the value "*rukun*" (harmonious interaction) where excessive emotional expression need to be minimized or at least not expressed.

I have never felt unhappy.

(Sn, 6 years old, boy)

Family

The context of family as a negative affect is reported by children. It refers to bad experiences in their daily lives such losing a family member or relative, seeing a relative fall ill, worrying of being left or uncared for or unloved by their parents, missing siblings, witnessing the death of parents, siblings or relatives, a missing brother, or do not have siblings.

I will be devastated when my mom dies, because she will leave me for good. Grandma has already gone too.

(Rk, 6 years old, girl)

I am unhappy because I don't have a grandpa like my friends.

(Rd, 6 years old, boy)

Bad treatments from parents or other members of the family also make children unhappy. These treatments include getting punishment from their parents or other family members, being treated unfairly by parents or grandparents, yelled at by aunts or siblings, hit or pinched by mom or siblings, fooled by older siblings, left at school by mom, and missing siblings, and being hit by a younger brother.

I am unhappy because my dad pinched my ears, while mom and grandma were mad.

(Ad, 5 years old, boy)

Psychological control refers to shaming, which typically occurs in some Asian

countries. According to Aunola et al. (2013) mothers' and fathers' psychological control in daily interactions increases the negative emotions of their children. Moreover, witnessing a divorce and miscommunication within family also makes a child unhappy.

I feel unhappy when dad is arguing with mom.

(Nw, 4 years old, girl)

Illness/Injury

Conditions of illness or injury were reported by children. In addition, being physically hurt such as tripping while playing, falling off a bike, having stomach or tooth ache, being injured from stumbling upon something, made children sad.

I feel unhappy when I fall while playing.

(Rf, 6 years old, boy)

I am most unhappy when I am sick.

(Ad, 5 years old, girl)

Research on chronically ill children showed that they often expressed sadness over missing out on school, and having limited chance of socializing with their friends and peers. They are also involved in their family life and interactions with their parents and siblings (Angström-Brännström, et.al, 2008). Other studies also showed that hospitalised children tend to engage in less play activities, and when they eventually do, it is characterized by repetitive and solitary themes (Haiat, 2003).

Friendship

Friendship can have a negative affect on children. Several studies have been carried out to analyze the negative and positive aspects (Berndt 2004; Goswami 2009; Holder and Coleman 2009, Holder and Coleman, 2015). The negative aspects such as conflict, distress and rejection are inclined to decrease children's well-being.

This is also associated with lack of friends and being rejected and treated unfairly by peers, being banned from playing with them, quarrelling, pinched, left alone, kicked, pushed, hit, mocked, pushed to the river, and scared of losing friends.

I feel unhappy when I don't have any friends or when I quarrel with them.

I feel unhappy when I cannot visit my friends.

(Sv, 5 years old, boy)

(Dz, 6 years old, boy)

Play

Play tends to negatively affect children's lives. Play here means children do not have moments when they are free to carry out activities at home and school. They are prohibited from playing outside the house, and restricted from watching television, etc.

I feel upset when I am told not to play, especially when it rains. (Mi, 6 years old, boy)

Morality

Feeling guilty after making a mistake or having empathy for other misfortunes, such as witnessing a friend falling down, watching emotional reality programs on TV, listening to sad news, etc.

I feel unhappy whenever I watch some emotional Korean drama. I get carried away.

(Dr, 6 years old, girl)

I feel unhappy when someone tells me a saddening story.

(Kv, 5 years old, boy)

Self-Esteem

Unfulfilled self-esteem acts as a negative source in their daily lives, with the inability to fulfill the needs of getting praised or reward for what they have achieved, after losing a game. Instead, they receive mocking and insult for what they did or for not having a car.

I feel really upset being insulted and mock for not having a car.

(Kz, 5 years old, boy)

School performance

A child reports that she is unhappy when she fails to succeed in learning or writing assignments at school.

I felt unhappy when my agenda book was broken due to my inability to use it for coloring at school.

(Ky, 6 years old, girl)

Basic need

Children are sad when they are unable to enjoy their favorite food or drink, when they are thirsty, and hungry.

I become upset when I am not given enough food. (Vn, 6 years old, girl)

Recreational Need

Children are unhappy when recreation or picnic to a certain destination is not granted, with the inability to fulfill the need to travel outside town.

I feel unhappy when my parents do not take me on a picnic. (Ms, 6 years old, girl)

Others

Others here refer to responses not included in above mentioned categories such as having a nightmare.

I feel really unhappy when I have nightmares. (Ky, 6 years old, girl)

Discussion

This study aims to describe happiness from the perspectives of preschool children in the urban area of Jakarta, Indonesia. According to findings, children aged 4 to 6 show high happiness levels, while as many as 75.1% reported that they are in the extremely happy (upturned) level. Previous studies carried out by Thoilliez (2011) and Casas et al. (2004) also stated that young children are categorized as having higher levels of happiness than older children.

This study revealed that young children in different age and gender groups tend to have similar level of happiness, however, they focus on various sources for its realization. Play and material issues are the most commonly reported source of positive and negative affect, respectively.

This study shows that play is the most reported source of positive affect among children between the ages of 4 to 6 years, residing in urban areas. This is in line with previous research that Korean young children feel happy when engaging in their favorite play (Hong, Ra, & Jang, 2015; Hwang, Kim, & Tak, 2013).

This result is inconsistent with the outcome of the studies carried out in the West, which reported that social relations with family (Casas et al., 2004; Chaplin, 2009; Thoilliez, 2011) and peers are the most important factor that affects the children happiness levels (McAuley and Layte, 2007, Holder & Coleman, 2009: Holder & Klassen, 2010).

Furthermore, a study carried out by Chaplin (2009) involving older children (8-18 years old) and by Thoilliez (2011) on those aged 6-12 years in Spain, reported that harmonious relations with other family members is the most cited source of positive affect. The semi-structured interview carried out by Eloff (2008), on children aged 6 to 13 years, showed that relationships, recreation, and receiving material possessions from others are factors that make them happy.

These differences reflect the upbringing of children residing in urban areas. Indonesian parents have several ways of raising children below three and the older ones. Parents tend to be emotionally supportive, lenient, and permissive with children below 3 years old, while they apply stricter rules and punishments for the older ones (Zevalkink & Riksen-Walraven, 2001). However, these authoritarian rules influence children's perceptions of their parents and families. This causes them not to perceive the family as a source of positive affect. Likewise, when asked "what makes you sad", the family became the second most popular response from children.

Furthermore, the inconsistencies in the studies carried out in the West are interpreted by Maslow's needs theory (1954; 1970), which stated that quality life is when human needs are satisfied. Schyns (1998) reported that the satisfaction of needs makes human happy. Most Indonesian mothers tend not to believe in the importance of playing time for the development of their children, thereby preventing them from meeting their needs. There was an unanticipated cultural difference in parental thinking, which stated that Asian parents demand obedience or compliance from their children (Liu, 1986).

Subsequently, Asian parents do not really believe that play is a contributing factor to children's development, unlike Euro-Americans (Parmar, Harkness, and Super, 2004). Previous study carried out on Mexican and Indonesian mothers reported parents that viewed their children's play as a form of amusement, failed to encourage them (Farver & Howes, 1993). Asian parents did not value the fact that play is a form of development for preschool children. They also did not believe it helps prepare

children for school, rather they stressed that the idea is associated with getting a head start in early academics, which is important for the cognitive development of children in their preschool years (Parmar, Harkness, & Super, 2004). However, those at early age have no restrictions on their perspective of play activities. This is because they always look for opportunities to play, either alone or with others (Glenn, Knight, Holt, & Spence, 2013).

Most children residing in urban areas reported material issues as sources of negative affect. They feel unhappy when they are unable to buy certain things such as shoes, bags, and clothes. This is indeed unavoidable, because studies from cross-country studies in many continents showed that adults and parents need happiness for children (Diener & Lucas, 1999, 2004). In the 20th century, and especially with the rise of the toy industry, the interest in using sales patterns to promote children's happiness has grown stronger. Parents started buying toys and the companies used the theme "things that make children happy" to attract parents to fulfill their duties or roles in ensuring happy children (Stearns, 2019).

Some studies stated that children are currently more materialistic compared to those from previous generations. A survey in the UK reported that they identify life with materialism (GfK Social Research, 2007). This perception differs from 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 increase in the level of materialism also relates to the media with several marketers spending more than \$1 billion on advertisements intended for children (McNeal, 1999).

Further, children residing in urban areas spend most of their free time watching television. This causes them to be materialistic as they are exposed to intense advertisements. Therefore, they are drawn toward buying those advertised products with their happiness identified in materialism. This exposure makes them susceptible to the external environment (Achenreiner, 1997).

According to Buijzen & Valkenburg (2003), advertisements tend to adversely affect children with unrealistic obsessions. They further stated that TV commercials stimulate children to need attractive things, leading to materialism which is defined as possessiveness expressed by children on products such as toys or clothes with cartoon characters and themes. This is stated in a report regarding a girl in Jakarta that felt

unhappy due to a lack of toys. Previous studies on materialism stated that this tendency positively correlates with dissatisfaction and unhappiness in children (Ahuvia & Wong, 1995; Belk, 1984; Buijzen & Valkenburg, 2003). Children feel happy when their wish for materialistic items is fulfilled (Chaplin & John, 2007; John, 1999; Vandana & Lenka, 2014). In this situation, materialism is a determinant of happiness and life satisfaction in children. This is made worse because it affects parent–children relationships by creating conflicts in the family (Buijzen & Valkenburg, 2003; Roper & Shah, 2007). Children feel discontent when parents do not give them the things they desire (Goldberg & Gorn, 1978).

Conclusion

This study showed that Indonesian children living in the urban area of Jakarta reported high levels of happiness. Most children stated that they are extremely happy, however further analyses of the data showed that they differ in the evaluation of positive and negative affect. In terms of positive affect, play is commonly reported by children, while material issues are stated in terms of negative affect.

Implications and recommendation for future research

This study provided ways of thinking on how to explore happiness in children and thoughts on what to notice when looking for clues. The findings of this study also have the ability to help parents, social workers, and education professionals to understand urban children and promote happiness by focusing on play activity. Furthermore, material issues are also becoming one of the most mentioned sources of negative affect, therefore, it needs to be given more attention by parents, teachers, and other educators. One possible means of correcting this problem is by keeping them away from media, which according to some experts, highly correlate to their materialism.

References

- Abdel-Khalek, A., M. (2006). Measuring Happiness with a Single-Item Scale. *Social Behavior and Personality*, 34(2), 139-150.
- Abdel-Khalek, A. M. (2013b). The relationships between subjective well-being, health, and religiosity among young adults from Qatar. *Mental Health, Religion and Culture*, 16, 306–318.

- Abdel-Khalek, A.M and Eid, G.K. (2011a). Religiosity and its association with subjective well-being and depression among Kuwaiti and Palestinian Muslim children and adolescents. *Mental Health, Religion, & Culture*, Vol 14, Issue 2.
- Achenreiner, G. B. (1997). Materialistic values and susceptibility to influence in children. *Advances in Consumer Research*, 24 (1), 82-88.
- Andrews, F. M., & Withey, S. B. (1976). *Social indicators of well-being*. New York: Plenum Press.
- Angström-Brännström C, Norberg A, Jansson L (2008) Narratives of children with chronic illness about being comforted. *J Pediatr Nurs* 23: 310-316.
- Ahuvia, A., & Wong, N. (1995). Materialism: origin and implication for personal well-being. *European Advances in Consumer Research*, 2, 172-178.
- Argyle, M. (1987). *The Psychology of Happiness*. Routledge, London.
- Argyle, M., Martin, M., & Crossland, J. (1989). Happiness as a function of personality and social encounters, in J. Forgas and J. Innes (Eds). *Recent Advances in Social Psychology: An International Perspective*. North Holland: Elsevier.
- Aunola, K., Tolvanen, A., Viljaranta, J., & Nurmi, J. (2013). Psychological control in daily parent–child interactions increases children’s negative emotions. *Journal of Family Psychology*, 27(3), 453.
- Bauer, J. J., Mc Adams, D. P., & Pals, J. L. (2008). Narrative identity and eudaimonic well-being. *Journal of Happiness Studies*, 9, 81–104.
- Belk, R. W. (1984). Three scales to measure constructs related to materialism: reliability, validity, and relationships to measures of happiness. *Advances in consumer research*, 11(1), 291-297.
- Ben-Arieh A, et al. (2014) Multifaceted concept of child well-being, in handbook of child well-being. In: Theories, methods and policies in global perspective, Ben-Arieh A, et al. (eds.) Springer, Dordrecht.
- Benner, A. D., & Mistry, R. S. (2007). Congruence of mother and teacher educational expectations and low-income youth's academic competence. *Journal of Educational Psychology*, 99 (1) (2007), pp. 140–153.
- Berndt, T. J. (2004). Children’s friendships: Shifts over a half-century in perspectives on their development and their effects. *Merrill-Palmer Quarterly*, 50, 206–223. <http://ehis.ebscohost.com.ezproxy.okanagan.bc.ca/ehost/>
- Bjarnason T, Arnarson, A.M., Borup I, Iannotti, R.J., Löfstedt, P., Haapasalo, I., Niclasen, B. (2012). Life satisfaction among children in different family structures: a comparative study of 36 Western Societies. *Child Soc.* 26(1):51–62. doi: 10.1111/j.1099-0860.2010.00324.x
- Boyatzis, C. (2012). Spiritual development during childhood and adolescence. In *The Oxford Handbook of Psychology and Spirituality*. Edited by Lisa Miller. New York: Oxford University Press, 151–64.
- Brockmann, H., & Delhey, J. (2010). Introduction: The dynamics of happiness and the dynamics of happiness research. *Social Indicator Research*, 97, 1-5.
- Bruner, J. (1996). *The culture of education*. London: Harvard University Press.
- Buijzen, M., & Valkenburg, P.M. (2003). The affects of television advertising on materialism, parent–child conflict, and unhappiness: A review of research. *Journal of Applied Developmental Psychology*, 24(4), 437-456.
- Casas, F., Figuer, C., Gonza´lez, M., & Coenders, G. (2004). Satisfaction with life domains and salient values for future: Data from children and their parents in five different countries. In W. Glatzer, S. Von B, & M. Stoffregen (Eds.),

- Challenges for quality of life in the contemporary world. Advances in quality-of-life studies, theory and research* (pp. 233–247). Dordrecht: Kluwer.
- Chaplin, L. N. (2009). Please may I have a bike? Better yet, may I have a hug? An examination of children's and adolescent's happiness. *Journal of Happiness Studies*, 10, 541–562.
- Chaplin, L. N., & John, D. R. (2007). Growing up in material world: age differences in material in children and adolescents. *Journal of Consumer Research*, 34(4), 480-493.
- Chappell, T., & Crisp, R. (1998). Utilitarianism. In E. Craig (Ed.), *Routledge encyclopedia of philosophy* (Vol. 9, pp. 551–557). London: Routledge.
- Chawla, L. (1986). The ecology of environmental memory. *Children's Environments Quarterly*, 3(4), 34-42.
- Chowdry, H., Crawford, C., & Goodman, A. (2010). Outcomes in the secondary school years: Evidence from the Longitudinal Study of Young People in England. In A. Goodman, P. Gregg (Eds.), *Poorer children's educational attainment: How important are attitudes and behaviour?*. Joseph Rowntree Foundation, York, pp. 34–43.
- Christensen P, James A (eds). 2000. *Research with Children: Perspectives and Practices*. Falmer Press: London.
- Clark, A. and Moss, P. (2001) *Listening to Young Children: The Mosaic Approach*. London: National Children's Bureau.
- Corsaro, W. A. (1997) *The sociology of childhood* (Thousand Oaks, CA, Pine Forge Press).
- Cummins, R. A., & Lau, A. L. D. (2005). *Personal Wellbeing Index —School children [Manual]* (3rd ed.). Melbourne Australia: Australian Centre on Quality of Life, School of Psychology, Deakin University.
- Cummins, R.A., & Lau, A. (2006). *Personal Wellbeing Index – Adult* (Fourth Edition). Melbourne Australia: Australian Centre on Quality of Life, School of Psychology, Deakin University
- Cummins, R.A., Lau, A.L.D., Mellor, D., & Stokes, M.A. (2009). Encouraging governments to enhance the happiness of their nation: Understanding subjective wellbeing. *Social Indicator Research*, 91, 23-36.
- Dahl, K. L. (1995) Challenges in understanding the learner's perspective, Theory into Practice. *Learning from Student Voices*, 34(2), 124–130.
- Dahlberg, G., Moss, P. & Pence, A. (1999). *Beyond Quality in Early Childhood Education and Care – Postmodern Perspectives*. London: Routledge/Falmer.
- Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95(3), 542–575.
- Diener, E. and F. Fujita. (1995). Resources, personal strivings, and subjective well-being: A nomothetic and ideographic approach. *Journal of Personality and Social Psychology*, 68, 926-935.
- Diener, E., & Lucas, R. (1999). Personality and subjective well-being. In D. Kahneman, E. Diener, & N. Schwartz. (Eds.), *Well-being: the foundations of hedonic psychology* (pp. 213–229). New York: Russell Sage.
- Diener, E., & Lucas, R. E. (2004). Adults' desires for children's emotions across 48 countries: Association with individual and national characteristics. *Journal of Cross-Cultural Psychology*, 35, 525–547.
- Diener, E. (2009). Subjective Well-being. In Diener E. (Ed). *The science of well-being. The collected works of Ed Diener.* (pp 11-58). New York: Springer.
- Eloff, I. (2008). In pursuit of happiness: How some young African children construct happiness? *Journal of Psychology in Africa*, 18(1), 81–88.

- Eysenck, M. (1990). *Happiness: Facts and Myths*. London: LEA.
- Farver, J.A.M., & Howes, C. (1993). Cultural differences in American and Mexican mother-child pretend play. *Merrill-Palmer Quarterly*, 39, 344-358.
- Garna, J. (1984). Gambaran umum daerah Jawa Barat (General description of the West Javanese area). In E.S Ekadjati (Ed). *Masyarakat Sunda dan kebudayaannya (The Sundanese and their culture* (pp. 9-74). Jakarta: Girimukti Pakasa.
- Geertz, H. (1961). *The Javanese Family: A Study of Kinship and Socialization*. New York: The Free Press of Glencoe.
- Gfk Social Research. (2007). *Reflections on childhood—lifestyle*. http://news.bbc.co.uk/2/shared/bsp/hi/pdfs/25_02_08_childhood.pdf. (Accessed 09.07.2018).
- Glenn, N., Knight, C. J., Holt, N. L., & Spence, J. C. (2013). Meanings of play among children. *Childhood*, 20: 185-199.
- Goldberg, M. E., & Gorn, G. J. (1978). Some unintended consequences of TV advertising to children. *Journal of Consumer Research*, 5(1), 22-29.
- Goswami, H. (2012). Social relationships and children's subjective well-being. *Social Indicators Research*, 107, 575–588. doi:10.1007/s11205-011-9864-z
- Gupta, N. (2011). Globalization does lead to change in consumer behavior: an empirical evidence of impact of globalization on changing materialistic values in Indian consumers and its afteraffects. *Asia Pacific Journal of Marketing and Logistics*, 23(3), 251-269.
- Haiat H, Bar-Mor G, Shochat M (2003) The world of the child: a world of play even in the hospital. *J Pediatr Nurs* 18: 209-214.
- Harter, S. (1982). A cognitive-developmental approach to children's understanding of affect and trait labels. In F. C. Serafica (Ed.), *Social-cognitive development in context* (pp. 27–61). New York: Guildford Press.
- Holder, M. D., & Coleman, B. (2009). The contribution of social relationships to children's happiness. *Journal of Happiness Studies*, 10, 329–349.
- Holder, M. D., Coleman, B., & Wallace, J. M. (2010). Spirituality, religiousness, and happiness in children aged 8–12 years. *Journal of Happiness Studies*, 11, 131–150.
- Holder M., Coleman B. (2015) Children's Friendships and Positive Well-Being. In: Demir M. (eds) *Friendship and Happiness*. Springer, Dordrecht. https://doi.org/10.1007/978-94-017-9603-3_5
- Holder, M. D., & Klassen, A. (2010). Temperament and happiness in children. *Journal of Happiness Studies*, 11, 419–439.
- Hong, Y., Ra, Y., & Jang, H. (2014). A Study on Young Children's Perceptions and Experiences of Happiness. *Asia-Pacific journal of research in early childhood education*, 9, 39-64.
- Huebner, E. S. (2004). Research on assessment of life satisfaction of children and adolescents. *Social Indicators Research*, 66(1), 3–33.
- James, A., & Prout, A. (1990). *Constructing and reconstructing childhood*. Basingstoke, England: Falmer.
- James, A. & Prout, A. (1997). *Constructing and reconstructing Childhood*, 2 nd ed. London: Falmer Press.
- John, D. R. (1999). Consumer socialization of children: A retrospective look at twenty-five years of research. *Journal of Consumer Research*, 26(3), 183-213.
- Kim, S. (2013). The meaning of happiness as understood and articulated by young children.

- Korean Journal of Early Childhood Education*, 33(3), 377-400.
- Kim, S., & Kang, S. (2008). The expansion of the concept of happiness of five-year-olds by sharing picture books that deal with the topic of psychological well-being. *Journal of Children's Literature & Education*, 9(2), 119-139.
- Kirk, C. M., Lewis-Moss, R. K., Nilsen, C. D., & Colvin, Q. (2011). The role of parent expectations on adolescent educational aspiration. *Educational Studies*, 37 (1) (2011), 89–99.
- Knies, G. (2012). Life satisfaction and material well-being of young people in the UK. In: *ISER Working Paper*, University of Essex: Institute for Social and Economic Research, Colchester
- Koopmans, T.A., Geleijnse, J.M., & Zitman, F.G. (2010). Affects of happiness on all-cause mortality during 15 years of follow-up: The Arnhem elderly study. *Journal of Happiness Study*, 11, 113-124.
- Kortan, D. C. (1999). *The post- corporate world: Life after capitalism*. Berrett-Koehler Pub.
- Kurniawati, Y., & Hong, J. J. (2013). What makes you happy, kid?: An Exploration of Happiness among children in Indonesia. *Paper presented at 15th Annual Conference of Pacific Early Childhood Education Research Association "Living in Harmony through Early Childhood Education and Care"*, 8th – 10th August 2014, Bali – Indonesia.
- Kurniawati, Y., & Hong, J. J. (2014). May I have some more time to play, please?: An Exploration of Javanese Indonesian Children's Happiness. *Journal of Research on Humanities and Social Sciences*, 5 (12), 69-74.
- Levin, K.A., Dallago, L., Currie, C. (2012). The association between adolescent life satisfaction, family structure, family affluence and gender differences in parent-child communication. *Soc Indic Res.*;106(2):287–305. doi: 10.1007/s11205-011-9804-y.
- Liu, W.T. (1986). Culture and social support. *Research on Aging*, 8, 57–83
- Lloyd-Smith, M. & Tarr, J. (2000) *Researching children's perspectives: a sociological dimension*, in: A. Lewis & G. Lindsey (Eds) *Researching children's perspectives* (Buckingham, Open University Press), 59–70.
- Main, G. (2014). Child poverty and children's subjective well-being. *Child Indic Res.*;7(3):451–472. doi: 10.1007/s12187-014-9237-7.
- Maslow, A. H. (1954). *Motivation and personality*. New York: Harper.
- Maslow, A. H. (1970). *Motivation and personality*. New York: Harper & Row.
- Mayall, B. (2000). The new sociology of childhood and children's rights. *International Journal of Children's Rights*, 8(3): 243–249.
- McAuley, C, & Layte, R. (2007). Exploring the Relative Influence of Family Stressors and Socio-Economic Context on Children's Happiness and Well-Being. *Child Indicator Research*, 5, 523–545. *Social Indicators Research*, 82: 265–286.
- McNeal, J. U. (1999). *The children market: Myths and realities*. Paramount Market Publishing.
- Mills, S. (2017). Voice: sonic geographies of childhood, *Children's Geographies* 15(6), 664-677.
- Moore, K., Garibello, C. G., Bosacki, S., & Talwar, V. (2016). Children's Spiritual Lives: The Development of a Children's Spirituality Measure. *Religions*, 7(8), 95. <https://doi.org/10.3390/rel7080095>.

- O’Kane, C. (2000) *The development of participatory techniques. Facilitating children’s views about decisions which affect them*, in: P. Christensen & A. James (Eds) *Research with children* (New York, Falmer Press), 136–159
- Oketch, M., Mutisya, M., & Sagwe, J. (2012). Parental aspirations for their children’s educational attainment and the realisation of universal primary education (UPE) in Kenya: Evidence from slum and non-slum residences. *International Journal of Educational Development*, 32, pp. 764–772
- Park, N, & Peterson, C. (2006). Character strengths and happiness among young children: Content analysis of parental descriptions. *Journal of Happiness Studies*, 7:323–341.
- Parmar, P., Harkness, S., & Super, CM (2004) Asian and Euro-American parents’ ethnotheories of play and learning: Affects on preschool children’s home routines and school behaviour. *International Journal of Behavioral Development*, 28 (2), 97–10
- Pranoto, Y. K. S., & Hong, J. (2018). Gender preferences in play companions that lead to happiness: a case study on Indonesian children. *Early Child Development and Care*, 1-18
- Proctor CL, Linley PA, Maltby J. Youth life satisfaction: a review of the literature. *J Happiness Stud.* 2009;10(5):583–630. doi: 10.1007/s10902-008-9110-9.
- Qvortrup, J. (1994). *Childhood Matters: An Introduction. In Childhood Matters: Social Theory, Practice and Politics.* Qvortrup J, Bardy M, Sgritta G, Wintersberger H (eds). Avebury Press: Aldershot.
- Qvortrup, J. (2004). *Editorial: The Waiting Child. Childhood.* 11: 267 - 273
- Rees, G., Pople, L., Goswami, H. (2011). *Understanding children’s well-being: links between family economic factors and children’s subjective well-being: initial findings from wave 2 and wave 3 quarterly surveys*, The Children’s Society, London.
- Relph, E. (1976). *Place and placelessness*. London: Pion Limited.
- Roper, S., & Shah, B. (2007). Vulnerable consumers: The social impact of branding on children. *Equal Opportunities International*, 26(7), 712-728.
- Rutchick, A.M., Smyth, J.M., Lopoo, L.M., & Dusek, J.B. (2009). Great expectations: The biasing affects of reported child behavior problems on educational expectancies and subsequent academic achievement. *Journal of Social and Clinical Psychology*, 28 (3) (2009), pp. 392–413.
- Ryff, C. D., & Singer, B. H. (2008). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of Happiness Studies*, 9, 13–39.
- Schyns, P. (1998). Cross national differences in happiness: Economic and cultural factors explored. *Social Indicators Research*, 43(1–2), 3–26.
- Shaver, P., Murdaya, U., & Fraley, C. (2001). Structure of the Indonesian emotion lexicon. *Asian Journal of Social Psychology*, 4: 201–224
- Sheldon, K. M., & Kasser, T. (1998). Pursuing personal goals: Skills enable progress, but not all progress is beneficial. *Personality and Social Psychology Bulletin*, 24(12), 1319–1331.
- Shiraisi, S. S. (1997). *Young Heroes: The Indonesian Family in Politics.* Ithaca, NY: Southeast Asia Program Publications, Cornell University.
- Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology. The scientific and practical explorations of human strengths.* California: Sage Publication.

- Spera, C. (2006). Adolescents' perceptions of parental goals, practices, and styles in relation to their motivation and achievement. *Journal of Early Adolescence*, 26 (2006), pp. 456–490.
- Spera, C., Wentzel, K. R., & Matto, H. C. (2009). Parental aspirations for their children's educational attainment: Relations to ethnicity, parental education, children's academic performance, and parental perceptions of school climate. *Journal of Youth Adolescence*, 38, 1140–1152.
- Stearns PN (2019) Happy Children: A Modern Emotional Commitment. *Front. Psychol.* 10:2025. doi: 10.3389/fpsyg.2019.02025
- Sy. S.R, & Schulenberg, J.E. (2005). Parent beliefs and children's achievement trajectories during the transition to school in Asian American and European American families. *International Journal of Behavioral Development*, 29 (6) (2005), pp. 505–515.
- Thoilliez, B. (2011). How to grow up happy: an exploratory study on the meaning of happiness from children's voices. *Child Indicators Research*, 4, 323–351.
- Uchida, Y., Norasakkunkit, V. & Kitayama, S. (2004). Cultural constructions of happiness: Theory and empirical evidence. *Journal of Happiness Studies*, 5, 223–239.
- Vandana, & Lenka, U. (2014). Review on the role of media in increasing materialism among children. *Procedia - Social and Behavioral Sciences*, 133, 456 – 464.
- Villiger, C., Wandeler, C., & Niggli, A. (2014). Explaining differences in reading motivation between immigrant and native students: The role of parental involvement. *International Journal of Educational Research*, 64 (2014), pp. 12–25.
- Vollebergh, W. A. M., Iedema, J., & Raaijmakers, Q. A. W. (2001). The formation of cultural orientations in adolescence: Status inheritance, intergenerational transmission and internalization of attitudes. *Journal of Marriage and the Family*, 63, 1185–1198.
- Whitbeck, L., & Gecas, V. (1988). Value Attributions and Value Transmission between Parents and Children. *Journal of Marriage and Family*, 50(3), 829-840. doi:10.2307/352651
- Wong, D.L, & Baker C. (1988). Pain in children: Comparison of assessment scales. *Pediatr Nurs*, 14(1): 9–17.)
- Ye, Dezhu., Ng, Yew-Kwang., & Lian, Yujun. (2014). Culture and Happiness. *Social Indicators Research*. DOI 10.1007/s11205-014-0747-y.
- Zevalkink, J., & Riksen-Walraven, J. M. (2001). Parenting in Indonesia: Inter- and intracultural differences in mothers' interactions with their young children. *International Journal of Behavioral Development*, 25 (2), 167–175. DOI: 10.1080/01650250042000113
- Zhang, Y., Kao, G., & Hannum, E.C. (2007). Do mothers in rural China practice gender equality in educational aspirations for their children? *Comparative Education Review*, 51 (2) (2007), pp. 131–157
- Zullig, K.J., Valois, R.F., Huebner, E.S, & Drane, D.W. (2005). Associations Among Family Structure, Demographics, and Adolescent Perceived Life Satisfaction. *J Child Fam Stud* 14, 195–206. <https://doi.org/10.1007/s10826-005-5047-3>

August 11th, 2020

Dear Editor,

Asia-Pacific Journal of Research in Early Childhood Education.

We would like to submit a letter to respond to the Editor comments. For your information, all revision parts have been highlighted in yellow. All authors have approved this manuscript, agreed with this response, and have no conflict of interests.

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

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

On behalf of all authors,
Sincerely,

Yuli Kurniawati Sugiyo Pranoto

Letter to Editor

1. Comments to the author

Effect and affect are used interchangeably.

Answer

Thank you to Editor for giving us very details feedback.
We have made changes and correction in the term of *affect*.

2. Comments to the author

Reviewer B is questioning the use of the Chi Square Test. In the chi square test results table, there are so many cells with 0, which do not satisfy the statistical assumptions of the chi square test. Also, the sum of the number of responses cannot be considered as a nominal scale. Therefore, it is not appropriate to use chi square test. Please delete the statistics section and revise the manuscript focusing on the qualitative analysis results that address research questions 1 and 2

Answer

Thank you very much for your suggestion. We have had remove all quantitative result. We are know focusing on qualitative result and discussion.

3. Comments to the author

The results section is written more like a handout rather than a paper. The author(s) only presented the frequency and examples of student response for each category. This section, therefore, needs to be expanded with detailed explanation as to why students responded that they are happy or not happy because of a specific item.

Answer

Thank you for your kind feedback. We have restructured the way we provide this section.

4. Comments to the author

As pointed out by Reviewer B, the author(s) should explain how this study is different from the study by Kurniawati and Hong (2015).

Answer

Thank you for remind us to strengthening this reasoning. We have provided some reasoning why we conducted this study, what are the different from previous study by Kurniawati and Hong (2015).

Based on previous study by Kurniawati and Hong (2015) concerning young Indonesian children residing in rural areas, there is a need to capture a conceptual description of the sources of Indonesian children happiness lived in urban areas.

Further, this current study complements previous research carried out by Kurniawati & Hong (2013 and 2014) which emphasized on positive affection only, using a single open-ended question, namely "what makes you happy." Furthermore, this current study explores the

cognitive aspects (Ben-Arieh, et.al, 2014) as well as both positive and negative affection (Diener, 1984; Argyle et al, 1989).

5. Comments to the author

Reviewer B also pointed out that it is hard to consider the study by Ash and Heubner (2002) as a research related to happiness, but this part is not revised.

Answer

Thank you very much for your kind suggestion. We agreed to remove Ash and Huebner (2002) from our reference lists, as the study involved adolescent instead of children. We look forward to hearing from your suggestion.

In another part discussion, we still cite from Huebner's study as from literature review, we found that psychologists define happiness is equivalent to subjective well-being (Argyle, 1987; Eysenck, 1990). Subjective well-being covers affective and cognitive dimensions, which is used to evaluate one's life, including overall life satisfaction (Ben-Arieh, et al. 2014). Although, its exact definition is under debate (Diener, 2009; Snyder & Lopez, 2007). It is a positive emotional status subjectively experienced by an individual. It is also defined *as global life satisfaction or perception of the quality of life, as well as the presence and absence of both positive and negative affect, respectively* (Diener, 1984).

6. Comments to the author

The manuscript should be carefully proofread before submission.

Answer

Thank you very much for kind suggestion. We have done with proofread.



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

Regarding the revision of manuscript (APJRECE)

SungMin Kim <kimsm91@gmail.com>

Fri, Aug 14, 2020 at 2:09 PM

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

Dear Dr. Pranoto,

I hope that you are well. The editorial board judged that the revision was well completed and will be published in our September issue. However, we have noticed that the total word count of the manuscript is 9,131. The word limit for all manuscripts is 7,500 words, so **please reduce the word count to below 7,500 words** INCLUDING the abstract, tables and figures, and references. Please **include all tables and figures in the manuscript file** as well.

Also, we would like to check just a few things regarding some of the citations:

1. The citations of the following works seem to be missing in the reference section. Please check and provide citations for:

- Bronfenbrenner (1979) (page 16)
- Burton and Phipps (2008) (page 2)
- Huebner (1994) (page 4)
- Hwang, Kim and Tak (2013) (page 8, 16)

2. We could not locate the below work anywhere online. Could you please provide a link to the information of: Kurniawati, Y., & Hong, J. J. (2013). What makes you happy, kid?: An Exploration of Happiness among children in Indonesia. *Paper presented* at 15th Annual Conference of Pacific Early Childhood Education Research Association “Living in Harmony through Early Childhood Education and Care”, 8th – 10th August 2014, Bali – Indonesia.

3. We located the below work of a different year. Please check and let us know which year is correct. McAuley, C, & Layte, R. (2007 à 2012??). Exploring the Relative Influence of Family Stressors and Socio-Economic Context on Children’s Happiness and Well-Being. *Child Indicator Research*, 5, 523–545. *Social Indicators Research*, 82: 265–286.

Would it be possible to send us the above revision by or before August 17 (Monday)? Please let us know if the schedule is too tight for you.

Thank you very much!
Best regards,
Sungmin Kim

[Quoted text hidden]



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

Regarding the revision of manuscript (APJRECE)

Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>
To: SungMin Kim <kimsm91@gmail.com>

Mon, Aug 17, 2020 at 2:21 PM

Dear SungMin Kim,
Editor assistant of APJRECE

Hope all is well with you.
On behalf of authors, I would like to submit our revision paper following the Editor 's comment.
We also provide a letter to respond to the Editor comments.
We look forward to hearing from you.

Warmest regards,
Yuli

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)

[Quoted text hidden]

2 attachments



Manuscript_without author details.docx
185K



Letter to Editor.docx
22K

August 17th, 2020

Dear Editor,

Asia-Pacific Journal of Research in Early Childhood Education.

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

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

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

On behalf of all authors,
Sincerely,

Yuli Kurniawati Sugiyo Pranoto

1. Comment from Editor

We have noticed that the total word count of the manuscript is 9,131. The word limit for all manuscripts is 7,500 words, so **please reduce the word count to below 7,500 words** INCLUDING the abstract, tables and figures, and references. Please **include all tables and figures in the manuscript file** as well.

Answer

We have already done with the final revision. A total word count is now 7491 words (below 7500). All tables and figure have been already included.

2. Comment from Editor

We could not locate the below work anywhere online. Could you please provide a link to the information of:

Kurniawati, Y., & Hong, J. J. (2013). What makes you happy, kid?: An Exploration of Happiness among children in Indonesia. *Paper presented at 15th Annual Conference of Pacific Early Childhood Education Research Association “Living in Harmony through Early Childhood Education and Care”*, 8th – 10th August 2014, Bali – Indonesia

Answer:

For your information, below work was a **paper presentation in print proceedings**. We provide references as it is following standard format for citation for **paper presentation in print proceedings**, as follow:

Pranoto, Y.K.S., & Hong, J. J. (2014, August). What makes you happy, Kid?: An Exploration of Happiness among children in Indonesia. In *Living in Harmony through Early Childhood Education and Care*. 15th Annual Conference of Pacific Early Childhood Education Research Association (Indonesia), Bali, (pp 84-85). PECERA

3. Comment from Editor

We located the below work of a different year. Please check and let us know which year is correct.

McAuley, C, & Layte, R. (2007 à 2012??). Exploring the Relative Influence of Family Stressors and Socio-Economic Context on Children’s Happiness and Well-Being. *Child Indicator Research*, 5, 523–545. *Social Indicators Research*, 82: 265–286

Answer

We have already check and 2012 is the correct one, as follows:

McAuley, C., & Layte, R. (2012). Exploring the relative influence of family stressors and socio-economic context on children's happiness and well-being. *Child Indicators Research*, 5 (3), 523-545.

4. Comments from Editor

The citations of the following works seem to be missing in the reference section. Please check and provide citations for

- Bronfenbrenner (1979) (page 16)
- Burton and Phipps (2008) (page 2)
- Huebner (1994) (page 4)
- Hwang, Kim and Tak (2013) (page 8, 16)

Answer

Thank you for detail feedback. We have already provided citations those mentioned in the reference section. For Huebner, the correct year is 2004.

- Bronfenbrenner, U. (1979). *The ecology of human development: experiment by nature and design*. Cambridge: Harvard University Press.
- Burton, P., & Phipps, S. (2008). From a young teen's perspective: income and happiness of Canadian 12–15 years old. *Working Paper*, 04. Canada: Dalhousie University.
- Huebner, E. S. (2004). Research on assessment of life satisfaction of children and adolescents. *Social Indicators Research*, 66 (1), 3–33.
- Hwang, H., Kim, M., & Tak, J. (2013). A study of five-year-old children's happiness as measured by the cognition of being happy and the condition of happiness. *The Journal of Eco-Early Childhood Education*, 12(4), 93-122.



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

Regarding the revision of manuscript (APJRECE)

SungMin Kim <kimsm91@gmail.com>

Mon, Aug 17, 2020 at 2:37 PM

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

Dear Dr. Pranoto,

Thank you very much for the files! I will send them to the editor.

Have a nice week!

Best regards,

Sungmin Kim

2020년 8월 17일 (월) 오후 4:21, Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>님이 작성:

[Quoted text hidden]



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

Final draft confirmation APJRECE

SungMin Kim <kimsm91@gmail.com>

Sat, Aug 22, 2020 at 11:14 PM

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

Dear Dr. Pranoto,

Attached is the final draft of your paper. Please check the file thoroughly for any typos, errors, or any last-minute changes. If revisions are needed, please edit in the attached **word file**, and let us know which changes are made. If both files are good to be published, we will proceed.

Please check the attached PDF file thoroughly, as this will be the published version.

Also, please do not make changes to the reference and in-text citations, as it has been edited based on the revised 7th APA edition.

*** The editor has also requested for one more revision: The abstract is a bit short. Please increase the abstract by adding a summary of the results and implications. Do not go over 200 words in total.**

The location of research questions has been moved to a more appropriate place in the manuscript, so please do not change this.

Thank you, and let us know if you have any questions!

Best regards,
Sungmin Kim

2 attachments



edit_143.YULI PRANOTO.pdf
1078K



수정_143.YULI PRANOTO.docx
190K



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

Final draft confirmation APJRECE

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

Mon, Aug 24, 2020 at 2:14 PM

To: SungMin Kim <kimsm91@gmail.com>

Dear SungMin Kim,

Hope this finds you well.

As attached is our paper. Some changes, highlighted in yellow, are made including extended abstract (we add a summary of the results and implications). The total words for abstract is now 124 words (less than 200).

On behalf of all authors, I thank you and appreciate for your kindness feedback.
I look forward to hearing from you.

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-s2.0-85045722994](#)

On Sat, Aug 22, 2020 at 11:14 PM SungMin Kim <kimsm91@gmail.com> wrote:

[Quoted text hidden]



Final_수정_143.YULI PRANOTO.docx

185K

Young Children Voices of Happiness: Learning from Urban Area in Indonesia

Yuli Kurniawati Sugiyo Pranoto¹⁾

Universitas Negeri Semarang

Jianzhong Hong

Huazhong Normal University

Abstract

This qualitative study describes happiness of preschool children in four Islamic kindergartens in the urban area of Jakarta, Indonesia. The participant involved 353 children, including 165 boys and 188 girls, within four to six years. Data were collected through face-to-face interviews and face-scale, with the content. The result showed that children have high levels of happiness, with the majority considering play as a source of positive affect, followed by school performance, material issues, friendship, and family. In contrast, most reported sources of negative affect in children's daily lives referred to the following categories: material issues, none, family, illness or injury, and friendship. Further studies are needed to analyze the implication of children's happiness on parents, social workers, and teachers by focusing on play activity.

Keywords: happiness, affection, urban children, Indonesian.

Corresponding author, ¹⁾ yuli.kurniawati.sp@mail.unnes.ac.id

Introduction

Cross-cultural surveys were globally carried out to determine the interest of adults and parents in children's happiness (Diener & Lucas, 1999, 2004). Several studies had been carried out on adults, while those concerning children are lacking (Andrews & Withey, 1976; Brockmann & Delhey, 2010; Chappell & Crisp, 1998; Cummins et al., 2009; Huebner, 2004; Koopmans et al., 2010; Lopez et al., 2007; Ye et al. 2014). Park and Peterson (2006) stated that studies on children's happiness are usually neglected, irrespective of the fact that there is a need for conceptual clarity in understanding the circumstances that make children happy (Chaplin, 2009; Thoilliez, 2011). This allows for a more informed discussion globally because children have unique perspectives and experiences of happiness, different from adults and their mothers (Pranoto & Hong, 2018).

From a sociological perspective, children are seen as social actors and discussed in separate process (Christensen & James, 2008; Corsaro, 1997; James & Prout, 1997; Qvortrup, 1994, 2004; Lloyd-Smith & Tarr, 2000; O'Kane, 2000). From a postmodern perspective, children are seen as individuals who have extensive knowledge, as competent members of society (Bruner, 1996; Dahlberg et al., 1999). Therefore, children view as capable, knowledgeable experts from their own lives, possessing knowledge, perspectives and special interests (Clark & Moss, 2001; Dahl, 1995; Mayall, 2000).

The limited studies concerning happiness in young children, particularly in Asian countries, are a research question that needs to be addressed. The research concerning a similar topic on young children in East Asia countries have been carried out by Kim and Kang (2008), Kim (2013) and Hong, Ra, & Jang (2015), however studies in Southeast Asia such as Indonesia are rare. There is a need to review the different concepts of happiness, motivations that tend to affect it, and sources in various cultures (Uchida et al., 2004).

Indonesian children have different meanings and experiences of happiness from those in the West. Western studies revealed that social relations with family (Casas et al., 2004; Chaplin, 2009; Thoilliez, 2011) and peers are the most important factor that affects the children happiness (Holder & Coleman, 2009; Holder & Klassen, 2010; McAuley & Layte, 2012). Previous studies in Indonesia, children between the ages of 3 – 8, from rural areas, reported material issues as popular source of happiness (Kurniawati & Hong, 2015; Pranoto

& Hong, 2014). It showed that these regions lack facilities because they are distant from the capital (Jakarta). People there are happier when more facilities are available and this value is passed down to their children. Previous studies showed a significant correlation between values parents and children's belief (Bronfenbrenner, 1979; Casas et al., 2004; Vollebergh et al., 2001; Whitbeck & Gecas, 1988). Furthermore, it is assumed that those living in the rural area are medium to low income families. There are some evidences that socio-economic status (Proctor et al., 2009) and family income (Burton & Phipps, 2008; Knies, 2012; Main, 2014; Rees et al., 2011), affect children's subjective well-being.

Irrespective of the several findings from previous studies carried out in the West and those concerning young Indonesian children residing in rural areas, there is a need to capture a conceptual description of Indonesian children happiness lived in urban areas. This study complements previous research carried out by Kurniawati & Hong (2015) and Pranoto & Hong (2014) which emphasized on positive affection using a single open-ended question, namely "what makes you happy." Furthermore, the research also explores the cognitive aspects (Ben-Arieh et al., 2014) as well as both positive and negative affection (Argyle et al., 1989; Diener, 1984).

Happiness

Psychologists reported that happiness is equivalent to subjective well-being (Argyle, 1987; Eysenck, 1990). Subjective well-being covers affective and cognitive dimensions, which is used to evaluate one's life, including overall life satisfaction (Ben-Arieh, et al. 2014).

Although, its exact definition is under debate (Diener, 2009; Lopez et al., 2007). It is a positive emotional status subjectively experienced by an individual. It is also defined as *global life satisfaction or perception of the quality of life, as well as the presence and absence of both positive and negative affect, respectively* (Diener, 1984). Argyle et al. (1989) stated that happiness is the average satisfaction derived from certain frequencies of positive and negative affects within a specific period.

According to the eudemonistic approach, it refers to a condition, not a possession. Ryff and Singer (2008) stated that results from the eudemonistic approach are humanistic and focus on individuals' values and lifestyles as reported in a narrative research (Bauer et al.

Yuli Kurniawati Sugiyo Pranoto & Jianzhong Hong

2008) with conclusions and recommendations based on normative analysis (Sheldon & Kasser, 1998). In accordance with this approach, this research creates a platform aimed to facilitate the need to acknowledge the happiness of Indonesian children.

Based on the previous theoretical framework, children's happiness is understood as the average evaluation of life relating to certain frequencies of positive and negative affect within a specific period.

Aim and research questions

The purpose of this study was to describe happiness from young children (aged 4-6 years old). The following research questions were addressed:

1. The extent or degree of happiness experienced by children residing in urban areas?
2. The activities they derived both positive (happiness) and negative affect (unhappiness) in their everyday lives?

Methods

This qualitative study was designed to counter the study carried out by Cummins and Lau (2005, 2006), which stated that the best approach to measure children's happiness is by getting them involved rather than adults. Adhering to their own views and experiences is at the heart of developing and understanding the key factors that affect their lives. A face to face interview was carried out to assess sources of happiness, while a face-scale was used to evaluate its level in children.

Participant

The participants involved 353 children (165 boys and 188 girls), aged 4-6 years old ($M=5.16$; $SD=.709$) from four different kindergartens in Jakarta (see Table. 1).

Table 1. *Distribution of participant*

Gender		Age groups		
Boys	Girls	4yo	5yo	6yo
165	188	65	167	121

Data collection

Ethical consideration

The principals of the four public kindergartens in Jakarta gave their consent prior to data collection. Furthermore, written consent was obtained from the parents authorizing their children to participate in the study, and only the permitted ones, were involved. Subsequently, before the interview session, a brief explanation concerning the study was carried out.

Confidentiality

Documents such as informed consent, the identity of children (code names), recordings, questionnaires, notes, and transcriptions from each interview are kept in an enclosed locker, which was only accessible to the writer to ensure their safety.

Interviews

This study carried out a face to face interview with the children individually. All the participants addressed the following single open-ended question, “what makes you happy (*senang*) and unhappy (*sedih*) in your daily life?”.

Based on the structure of the Indonesian emotional lexicon (Shaver et al., 2001), positive affect consists of two basic affections, namely happiness (*senang*) and love (*cinta*). On the contrary, negative affect consists of three principal affections, including anger (*marah*), fear (*takut*) and unhappiness (*sedih*). In light of Harter’s (1982) statement that children age 3 already understand certain emotions, as well as the structure of the Indonesian emotional lexicon, this research focuses on happiness (*senang*) and unhappiness (*sedih*) as positive and negative affect respectively.

Face scale

This study applied a modified Face Scale Test (FST) to measure the level of children's happiness using a single item scale (Holder et al., 2010). It has been widely used due to its validity and reliability (Abdel-Khalek, 2006).

FST uses the Likert type of scale with six simple pictures positioned parallel to the horizontal line; which depict varied mouth expressions, from extremely upturned (indicating great happiness) to excessively downturned (indicating unhappiness) (Fig.1).

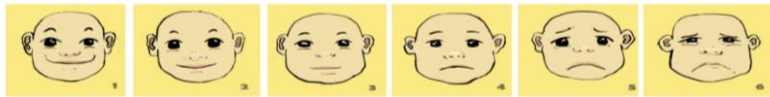


Figure 1. A Modified Face Scale

Timing, recording, and field notes

Approximately 15 to 30 minutes was spent interviewing each child. However, some of them needed longer time and had to be accompanied by their friends. This research only managed to have a session of interview per child with repeated questions in order to verify their responses.

Settings

Data collection was carried out in several settings within the school vicinity. These settings were designed to be natural and as comfortable and less intimidating as possible.

Data analysis

Content analysis of interview transcripts

The children's responses to questions were screened using content analysis to determine statements that revealed sources perceived as contributing to the children's happiness. This led to the generation of a list of statements and categories. This process involves two

independent analysts, namely the fieldworker and a trained research assistant familiar with the qualitative analysis intended for children.

In order to increase the construct validity, transcripts from the interviews were independently coded by a trained research assistant. Disparities were discovered and resolved by re-coding and reviewing them simultaneously. The content analysis of the original data is applied in native Bahasa Indonesia. The process of translating it to English has been carried out and verified by a third party.

Results

Level of Happiness

Table 2 below shows the variations in the level of happiness, from excessively happy to extremely unhappy. According to the table, 75.1% or 265 children residing in urban areas reported that they are in level 1 (certainly upturned), meaning they are absolutely happy. As many as 61 children (17.3%) stated that they are in level 2, meaning they are happy despite being unhappy at times.

Table 2. Children's happiness

Level of Happiness	n=353
	f[%]
1	265 [75.1]
2	61 [17.3]
3	10 [2.8]
4	2 [.6]
5	2 [.6]
6	13 [3.7]

Note. In each cell, the first number is the frequency of level chosen followed by percentage in the bracket.

Ten out of 353 children (2.8%) stated that they are in level 3. Two children (0.6%)

reported that they are in level 4. Furthermore, another two (0.6%) stated that they are in level 5 (downturned), meaning they are unhappy, while 13 of them (3.7%) reported that they are in level 6 (certainly downturned) or feel extremely unhappy and they cry a lot.

Source of positive affect

Based on table 3, children identified five most common sources of their positive affect: play, school performance, material issues, friendship, and family. To what extent children identified the following sources of positive affect in their daily lives were described as follows:

Table 3. Source of Positive affects Perceived by Children

Source of positive affects	Total	Gender		Age		
		Boys	Girls	4	5	6
		f[%]	f[%]	f[%]	f[%]	f[%]
Play	283 [80.2]	136 [82.4]	147 [78.2]	54 [83.1]	138 [82.6]	91 [75.2]
School Performance	29 [8.2]	17 [10.3]	12 [6.4]	3 [4.6]	11 [6.6]	15 [12.4]
Friendship	7 [2.0]	1 [.6]	6 [6.2]	1 [1.5]	2 [1.2]	4 [3.3]
Family	6 [1.7]	2 [1.2]	4 [2.1]	3 [4.6]	-	3 [2.5]
Material Issues	17 [4.8]	7 [4.2]	10 [5.3]	4 [6.2]	9 [5.6]	4 [3.3]
Parties	2 [0.6]	1 [.6]	1 [0.5]	-	1 [0.6]	1 [0.8]
Spiritual	2 [0.6]	1 [.6]	1 [0.5]	-	2 [1.2]	-
Basic need	1 [0.3]	-	1 [0.5]	-	-	1 [0.8]
Recreation need	3 [0.8]	-	3 [1.6]	-	1 [0.6]	2 [1.7]
None	3 [0.8]	-	3 [1.6]	--	3 [1.8]	-

Note. In each cell, the first number is the frequency of level chosen followed by percentage in the bracket.

Play

The majority of children identified play as the most preferred source of positive affect. Play here refers to having or given enough time and opportunity to carry out activities at home, outside, and school. Previous study comprising of young children (3-5 years old)

Commented [yk1]: It is now f[%], before n[%]

Commented [yk2]: Add space

indicated that young children felt happy when they are engaged in their favourite play (Hong et al., 2015).

I feel excited when I play the role of a chef. (Sy, 4 years old, girl)

I love playing with toy cars, bikes, planes, watching television and also playing games on tablet. (Fd, 6 years old, boy)

School Performance

The second most popular source of positive affect is school performance such as going to school, enjoying the various activities, and school achievements. In line with previous study by Hwang, Kim, and Tak (2013) stated that 5 years old children are happy when they experience achievements.

I feel happy at school because I can learn to write and arrange blocks there. (Ih, 5 years old, boy)

I feel excited when I learn and read story books at school. (Ma, 5 years old, girl)

In this study, children at age of 6 stated that they were happy with their school performance than those younger ones. This is associated with the fact that most parents residing in urban areas such as Jakarta emphasize on children's upbringing and high educational aspiration especially when they are 6 years old and close to entering primary school. Studies on parental educational aspirations reported varying demographic aspects such as ethnicity (Chowdry et al., 2010; Oketch et al., 2012; Spera et al., 2009). Furthermore, according to Spera et al (2009) and Sy & Schulenberg (2005), when parents support and spend enough time and resources in children's learning activities, it instills the spirit of professional achievement in them (Benner & Mistry, 2007; Kirk et al., 2011; Rutchick et al., 2009; Villiger et al., 2014).

Material Issues

Children are happy when rewarded with clothes, veil, flowers, dolls, shoes, bags, new toys, money, cars, and a new house by their parents. This is accordance with the research carried out by Kim (2013) on the meanings of happiness perceived by five-year-olds through interviews and drawings with material affluence as one of their perceived

happiness in daily life.

- I feel happy when gifted with a new set of Lego and a miniature of Harry Potter. (Al, 5 years old, boy)
- I feel excited when gifted with a Barbie doll. (Ny, 5 years old, girl)

Friendship

Friendship refers to the act of being recognized, accepted and involved in playing with peers, and having lots of friends.

- I feel very happy when all my friends are nice to me. (Ne, 6 years old, girl)
- I feel happy seeing my friends and playing with them. (Ft, 5 years old, girl)

Family

The family is associated with the love, attention, and care bestowed on children within their family (parents, siblings, relatives, grandparents, aunts and uncles).

- I feel very happy when my brother comes home, then takes a shower, and nap with me. (Fz, 6 years old, boy)
- I feel happy whenever I see my mom happy. (Ad, 6 years old, girl)

Recreational Need

Recreational need refers to traveling to certain tourist sites such as beaches or city parks, visiting other towns like Bandung, or resort.

- I feel happy traveling. (Ag, 6 years old, girl)
- I feel glad and excited going for a walk. (Kh, 6 years old, girl)

Rolph (1976) stated that places hold personal and cultural significance which reflects individual experiences and views of certain environments. Young children need attractive places where they can act freely, be protected, and have their curiosity stirred (Chawla, 1986). They feel happy in places where they are able to have self-directed experiences, fulfil their fun related-needs, and share pleasant experiences with their families.

Parties

Children look forward to celebrations such as birthday parties, and national festivals.

I feel happy celebrating my birthday. (Az, 6 years old, boy)

None

These set of children had no knowledge of what makes them happy. Some children decided not to provide answers to positive affect. Mills (2017) stated that deciding not to answer such questions is an expression of voice, which is similar to going away and sitting under a table.

I don't know (Hs, 6 years old, girl)

...(silent)... (Sh, 6 years old, girl)

Spiritual Need

Spiritual need here includes conducting spiritual activities like reading Al-Qur'an and observing prayers.

I feel happy when I recite Al-Qur'an. (Kr, 6 years old, girl)

I feel happy when I reciting Al-Qur'an and observing prayers. (Ys, 6 years old, boy)

This study revealed, three children, as early as 5 years old, were able to interpret spiritual activities. Previous study in the areas of happiness in perspective of Muslim children, those that are 11 years and above were able to interpret spiritual activities (Abdel-Khalek & Eid, 2011; Abdel-Khalek, 2013). Children of parents that rate their family as very religious have a higher score on the Spiritual Life Size of Children (Moore et al., 2016). Based on the conceptualization of the spiritual development of Boyatzis (2012), children with more opportunities to interact in a highly religious and spiritual context, have a more nurtured and supported spiritual life.

Basic Need

Only one child out of 353 (0.3%) children considered basic need as positive affect. To her, she felt happy when having delicious food.

I am glad when I eat delicious food.

(Ky, 6 years old, girl)

Source of negative affect

Table 4, identified the top five sources of negative affect in children’s daily lives based on their responses, namely material issues, none, family, illness or injury, and friendship.

Table 4. Source of Negative affects Perceived by Children

Source of negative affects	Total	Gender		Age		
		Boys	Girls	4	5	6
		f[%]	f[%]	f[%]	f[%]	f[%]
Play	4 [1.1]	3 [1.8]	1 [0.5]	-	2 [1.2]	2 [1.7]
School Performance	1 [0.3]	-	1 [0.5]	1 [1.5]	-	-
Friendship	20 [5.7]	8 [4.8]	12 [6.4]	3 [4.6]	11 [6.6]	6 [5.0]
Family	49 [13.9]	23 [13.9]	26 [13.8]	12 [18.5]	24 [14.4]	13 [10.7]
Material Issues	174 [49.3]	76 [46.1]	98 [52.1]	26 [40.0]	84 [50.3]	64 [52.9]
Illness/Injury	44 [12.5]	20 [12.1]	24 [12.8]	6 [9.2]	23 [13.8]	15 [12.4]
Morality	3 [0.8]	2 [1.2]	1 [0.5]	-	2 [1.2]	1 [0.8]
Self Esteem Need	2 [0.6]	2 [1.2]	-	1 [1.5]	-	1 [0.8]
Basic need	1 [0.3]	-	1 [0.5]	-	-	1 [0.8]
Recreation need	1 [0.3]	-	1 [0.5]	-	-	1 [0.8]
None	53 [15]	31 [18.8]	22 [11.7]	16 [24.6]	21 [12.6]	16 [13.2]
Other	1 [0.3]	-	1 [0.5]	-	-	1 [0.8]

Commented [yk3]: It is now f[%], before n[%]

Commented [yk4]: Add space

Note. In each cell, the first number is the frequency of level chosen followed by percentage in the bracket.

Material Issues

Children reported that material issues are the most popular sources of negative affect in

their daily lives such as lack of possession for certain items, inability to get any present, losing one's veil, and broken or obsolete toys. It is possible that this starts with changes in parents' perceptions of children's happiness. It is strengthened by many advertisements on social media and companies create "things that make children happy" as a promotional medium to increase sales of their products, which therefore encourages parents to buy toys for their children (Stearns, 2019).

I feel unhappy when my robot is broken. (Az, 5 years old, girl)

I feel upset when my doll is damaged or ugly. (At, 6 years old, girl)

None

None here refers to statements from children that claimed that they did not experience any unhappiness. It includes response from children that do not say anything. When asked "what makes you unhappy (*sedih*) in your daily life?", a total of 53 children claimed that they never felt sad, and others just shook and bowed their head. The expression of negative emotions is severely restricted by cultural values in Javanese, as the majority ethnic group in Indonesia, (Garna, 1984). This value seems to penetrate the whole Indonesian way of life (Shiraisi, 1997). Geertz (1961) ethnographic study associated with emotional expression, found that a family in Java underscores the value "*rukun*" (harmonious interaction) where excessive emotional expression need to not expressed.

I have never felt unhappy. (Sn, 6 years old, boy)

Family

The context of family as a negative affect refers to bad experiences such losing a family member or relative, seeing a relative fall ill, worrying of being left or uncared for or unloved by their parents, missing siblings, witnessing the death of parents, siblings or relatives.

I will be devastated when my mom dies, because she will leave me for good. Grandma has already gone too. (Rk, 6 years old, girl)

I am unhappy because I don't have a grandpa like my friends. (Rd, 6 years old, boy)

Bad treatments (i.e getting punishment) from parents or other members of the family also make children unhappy. Psychological control from parents, refers to shaming, which typically occurs in some Asian countries. According to Aunola et al. (2013) mothers' and fathers' psychological control in daily interactions increases the negative emotions of their children.

I am unhappy because my dad pinched my ears, while mom and grandma were mad.
(Ad, 5 years old, boy)

Moreover, witnessing a divorce and miscommunication within family also makes a child unhappy.

I feel unhappy when dad is arguing with mom. (Nw, 4 years old, girl)

Illness/Injury

Being physically hurt made children sad.

I feel unhappy when I fall while playing. (Rf, 6 years old, boy)
I am most unhappy when I am sick. (Ad, 5 years old, girl)

Research on chronically ill children showed that they often expressed sadness over missing out on school, and having limited chance of socializing with their friends or peers, parents, and siblings (Angström-Brännström et al., 2008). Hospitalized children tend to engage in less play activities, and when they eventually do, it is characterized by repetitive and solitary themes (Haiat et al., 2003).

Friendship

Friendship can have negative affect on children when associated with lack of friends and being rejected, treated unfairly by peers, and scared of losing friends. Several studies have been carried out to analyze the negative and positive aspects of friendship (Berndt, 2004; Goswami, 2009; Holder & Coleman, 2009, 2015). The negative aspects such as conflict,

distress and rejection are inclined to decrease children's well-being.

I feel unhappy when I don't have any friends or when I quarrel with them. (Sv, 5 years old, boy)

I feel unhappy when I cannot visit my friends. (Dz, 6 years old, boy)

Play

Play here means children do not have moments when they are free to carry out activities at home and school.

I feel upset when I am told not to play, especially when it rains. (Mi, 6 years old, boy)

Morality

Feeling guilty after making a mistake or having empathy for other misfortunes, such as witnessing a friend falling down, watching emotional reality programs on TV, and listening to sad news.

I feel unhappy whenever I watch some emotional Korean drama. I get carried away.

(Dr, 6 years old, girl)

I feel unhappy when someone tells me a saddening story.

(Kv, 5 years old, boy)

Self-Esteem

Unfulfilled self-esteem acts as a negative source in their daily lives, with the inability to fulfill the needs of getting praised for what they have achieved, after losing a game. Instead, they receive mocking and insult for what they did or for not having a car.

I feel really upset being insulted and mock for not having a car.

(Kz, 5 years old, boy)

School performance

A child reports that she is unhappy when she fails to succeed in learning or writing assignments at school.

I felt unhappy when my agenda book was broken due to my inability to use it for coloring at

Yuli Kurniawati Sugiyo Pranoto & Jianzhong Hong

school. (Ky, 6 years old, girl)

Basic need

Children are sad when they are unable to enjoy their favorite food or drink, when they are thirsty, and hungry.

I become upset when I am not given enough food. (Vn, 6 years old, girl)

Recreational Need

Children are unhappy when recreation or picnic to a certain destination is not granted, with the inability to fulfill the need to travel outside town.

I feel unhappy when my parents do not take me on a picnic. (Ms, 6 years old, girl)

Others

Others here refer to responses not included in above mentioned categories such as having a nightmare.

I feel really unhappy when I have nightmares. (Ky, 6 years old, girl)

Discussion

This study aims to describe happiness from the perspectives of preschool children in the urban area of Jakarta, Indonesia. According to findings, children aged 4 to 6 show high happiness levels, while as many as 75.1% reported that they are in the extremely happy (upturned) level. Previous studies also stated that young children are categorized as having higher levels of happiness than older children (Casas et al., 2004; Thoilliez, 2011).

This study revealed that young children tend to have similar level of happiness, however, they focus on various sources for its realization. Play and material issues are the most commonly reported source of positive and negative affect, respectively.

This study shows that play is the most reported source of positive affect among children.

This is in line with previous research that Korean young children feel happy when engaging in their favorite play (Hong et al., 2015; Hwang et al., 2013). This result is inconsistent with the outcome of the studies carried out in the West, which reported that social relations with family (Casas et al., 2004; Chaplin, 2009; Thoilliez, 2011) and peers are the most important factor that affects the children happiness levels (Holder & Coleman, 2009; Holder & Klassen, 2010; McAuley & Layte, 2012). Furthermore, a semi-structured interview carried out in Africa by Eloff (2008), on children aged 6 to 13 years, showed that relationships, recreation, and receiving material possessions from others are factors that make them happy.

These differences reflect the upbringing of children. Indonesian parents have several ways of raising children below three and the older ones. Parents tend to be emotionally supportive, lenient, and permissive with children below 3 years old, while they apply stricter rules and punishments for the older ones (Zevalkink & Riksen-Walraven, 2001). These authoritarian rules influence above 3 years old children's perceptions of their parents and families. This causes them not to perceive the family as a source of positive affect. Likewise, when asked "what makes you unhappy?", the family became the second most popular response from children.

Furthermore, the inconsistencies in the studies carried out in the West are interpreted by the fact most Indonesian mothers tend not to believe in the importance of play for the development of their children, unlike Euro-Americans (Farver & Howes, 1993; Parmar et al., 2004), thereby, preventing children from meeting their needs. Most Indonesian parents did not believe play helps prepare children for school, rather they stressed that the idea is associated with getting a head start in early academics, which is important for the cognitive development of children in their preschool years (Parmar et al., 2004). While, those at early age always look for opportunities to play, either alone or with others (Glenn et al., 2013).

Most children residing in urban areas reported material issues as sources of negative affect. They feel unhappy when they are unable to buy certain things. In the 20th century, and especially with the rise of the toy industry, parents started buying toys and the companies used the theme "things that make children happy" to attract parents to fulfill their duties or roles in ensuring happy children (Stearns, 2019). This is indeed unavoidable, because studies from cross-country studies in many continents showed that adults and

parents need happiness for children (Diener & Lucas, 1999, 2004).

Children are currently more materialistic compared to those from previous generations. A survey in the UK reported that children identify life with materialism (GfK Social Research, 2007), differs from 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 increase in the level of materialism also relates to the media with several marketers spending money on advertisements intended for children (McNeal, 1999). Advertisements tend to adversely affect children with unrealistic obsessions (Buijzen & Valkenburg, 2003). This exposure makes them susceptible to the external environment (Achenreiner, 1997). This is stated in a report regarding a girl in Jakarta that felt unhappy due to a lack of clothes with cartoon characters and themes.

Previous studies on materialism stated that this tendency positively correlates with dissatisfaction and unhappiness in children (Ahuvia & Wong, 1995; Belk, 1984; Buijzen & Valkenburg, 2003; Chaplin & John, 2007; John, 1999; Vandana & Lenka, 2014). This is made worse because it affects parent–children relationships by creating conflicts in the family (Buijzen & Valkenburg, 2003; Roper & Shah, 2007). Children feel discontent when parents do not give them the things they desire (Goldberg & Gorn, 1978).

Conclusion

This study showed that Indonesian children living in the urban area of Jakarta reported high levels of happiness. However further analyses of the data showed that they differ in the evaluation of positive and negative affect. In terms of positive affect, play is commonly reported by children, while material issues are stated in terms of negative affect.

Implications and recommendation for future research

This study provided ways of thinking on how to explore happiness in children and

thoughts on what to notice when looking for clues. The findings help parents, social workers, and education professionals to understand urban children and promote happiness by focusing on play activity. Furthermore, material issues are becoming the most mentioned sources of negative affect, therefore, it needs to be given more attention by parents, teachers, and other educators. One possible effort is by keeping them away from media, which according to some experts, highly correlate to their materialism.

References

- Abdel-Khalek, A., M. (2006). Measuring happiness with a single-item scale. *Social Behavior and Personality*, 34(2), 139-150.
- Abdel-Khalek, A. M. (2013). The relationships between subjective well-being, health, and religiosity among young adults from Qatar. *Mental Health, Religion and Culture*, 16, 306-318.
- Abdel-Khalek, A. M., & Eid, G. K. (2011). Religiosity and its association with subjective well-being and depression among Kuwaiti and Palestinian Muslim children and adolescents. *Mental Health, Religion, & Culture*, 14(2), 117-127.
- Achenreiner, G. B. (1997). Materialistic values and susceptibility to influence in children. *Advances in Consumer Research*, 24(1), 82-88.
- Andrews, F. M., & Withey, S. B. (1976). *Social indicators of well-being*. Plenum Press.
- Angström-Brännström, C., Norberg, A., & Jansson, L. (2008). Narratives of children with chronic illness about being comforted. *Journal of Pediatric Nursing*, 23(4), 310-316.
- Ahuvia, A., & Wong, N. (1995). Materialism: Origin and implication for personal well-being. *European Advances in Consumer Research*, 2, 172-178.
- Argyle, M. (1987). *The Psychology of Happiness*. Methuen.
- Argyle, M., Martin, M., & Crossland, J. (1989). Happiness as a function of personality and social encounters. In J. Forgas, & J. Innes (Eds.), *Recent advances in social psychology: An international perspective* (pp. 189-203). Elsevier Science Ltd.
- Aunola, K., Tolvanen, A., Viljaranta, J., & Nurmi, J. (2013). Psychological control in daily parent-child interactions increases children's negative emotions. *Journal of Family*

- Psychology*, 27(3), 453-462.
- Bauer, J. J., McAdams, D. P., & Pals, J. L. (2008). Narrative identity and eudaimonic well-being. *Journal of Happiness Studies*, 9(1), 81-104.
- Belk, R. W. (1984). Three scales to measure constructs related to materialism: Reliability, validity, and relationships to measures of happiness. *Advances in Consumer Research*, 11(1), 291-297.
- Ben-Arieh, A., Casas, F., Frønes, I., & Korbin, J. E. (2014). Multifaceted concept of child well-being. *Handbook of Child Well-being*, 1, 1-27.
- Benner, A. D., & Mistry, R. S. (2007). Congruence of mother and teacher educational expectations and low-income youth's academic competence. *Journal of Educational Psychology*, 99(1), 140-153.
- Berndt, T. J. (2004). Children's friendships: Shifts over a half-century in perspectives on their development and their effects. *Merrill-Palmer Quarterly*, 50(3), 206-223.
- Boyatzis, C. J. (2012). Spiritual development during childhood and adolescence. In L. Miller (Ed.), *The Oxford Handbook of Psychology and Spirituality* (pp. 151-164). Oxford University Press.
- Brockmann, H., & Delhey, J. (2010). Introduction: The dynamics of happiness and the dynamics of happiness research. *Social Indicator Research*, 97(1), 1-5.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiment by nature and design*. Harvard University Press.
- Bruner, J. (1996). *The culture of education*. Harvard University Press.
- Buijzen, M., & Valkenburg, P. M. (2003). The effects of television advertising on materialism, parent-child conflict, and unhappiness: A review of research. *Journal of Applied Developmental Psychology*, 24(4), 437-456.
- Burton, P., & Phipps, S. (2008). *From a young teen's perspective: Income and happiness of Canadian 12-15 years old*. (Working paper No. 04). Dalhousie University.
- Casas, F., Figuer, C., Gonzalez, M., & Coenders, G. (2004). Satisfaction with life domains and salient values for future: Data from children and their parents in five different countries. In W. D. Glatzer, S. Von Below, & M. Stoffregen (Eds.), *Challenges for quality of life in the contemporary societies* (pp. 233-247). Kluwer Academic Publisher.

- Chaplin, L. N. (2009). Please may I have a bike? Better yet, may I have a hug? An examination of children's and adolescent's happiness. *Journal of Happiness Studies*, 10(5), 541-562.
- Chaplin, L. N., & John, D. R. (2007). Growing up in material world: Age differences in material in children and adolescents. *Journal of Consumer Research*, 34(4), 480-493.
- Chappell, T., & Crisp, R. (1998). Utilitarianism. In E. Craig (Ed.), *The Routledge encyclopedia of philosophy* (Vol. 9, pp. 551-557). Routledge.
- Chawla, L. (1986). The ecology of environmental memory. *Children's Environments Quarterly*, 3(4), 34-42.
- Chowdry, H., Crawford, C., & Goodman, A. (2010). Outcomes in the secondary school years: Evidence from the longitudinal study of young people in England. In A. Goodman, & P. Gregg (Eds.), *Poorer children's educational attainment: How important are attitudes and behaviour?* (pp. 34-43). Joseph Rowntree Foundation.
- Christensen, P., & James, A. (2000). *Research with children: Perspectives and practices*. Falmer Press.
- Clark, A., & Moss, P. (2001). *Listening to young children: The mosaic approach*. National Children's Bureau.
- Corsaro, W. A. (1997). *The sociology of childhood*. Sage Publications.
- Cummins, R. A., & Lau, A. L. D. (2005). *Personal Wellbeing Index – School children*. <http://www.acqol.com.au/uploads/pwi-sc/pwi-sc-chinese-cantonese.pdf>
- Cummins, R. A., & Lau, A. L. D. (2006). *Personal wellbeing index – Adult*. <http://www.acqol.com.au/uploads/pwi-a/pwi-a-chinese-cantonese.pdf>
- Cummins, R. A., Lau, A. L. D., Mellor, D., & Stokes, M. A. (2009). Encouraging governments to enhance the happiness of their nation: Step 1 understanding subjective wellbeing. *Social Indicator Research*, 91(1), 23-36.
- Dahl, K. L. (1995). Challenges in understanding the learner's perspective. *Theory into practice*, 34(2), 124-130.
- Dahlberg, G., Moss, P., & Pence, A. (1999). *Beyond quality in early childhood education and care: Postmodern perspectives*. Routledge Falmer.
- Diener, E. (1984). Subjective well-being. *Psychological bulletin*, 95(3), 542-575.
- Diener, E., & Fujita, F. (1995). Resources, personal strivings, and subjective well-being: A

- nomothetic and ideographic approach. *Journal of Personality and Social Psychology*, 68(5), 926-935.
- Diener, E., & Lucas, R. (1999). Personality and subjective well-being. In D. Kahneman, E. Diener, & N. Schwartz. (Eds.), *Well-being: Foundations of hedonic psychology* (pp. 213-229). Russell Sage.
- Diener, M. L., & Lucas, R. E. (2004). Adults' desires for children's emotions across 48 countries: Association with individual and national characteristics. *Journal of Cross-Cultural Psychology*, 35(5), 525-547.
- Diener, E. (2009). Subjective well-being. In E. Diener (Ed.), *The science of well-being: The collected works of Ed Diener* (Vol. 37, pp. 11-58). Springer.
- Eloff, I. (2008). In pursuit of happiness: How some young South African children construct happiness. *Journal of Psychology in Africa*, 18(1), 81-88.
- Eysenck, M. (1990). *Happiness: Facts and myths* (1st ed.). Lawrence Erlbaum.
- Farver, J. M., & Howes, C. (1993). Cultural differences in American and Mexican mother-child pretend play. *Merrill-Palmer Quarterly*, 39(3), 344-358.
- Garna, J. (1984). Gambaran umum daerah Jawa Barat [General description of the West Javanese area]. In E. S. Ekadjati (Ed.), *Masyarakat Sunda dan kebudayaannya* (pp. 9-74). Girimukti Pukasa.
- Geertz, H. (1961). *The Javanese family: A study of kinship and socialization of Java*. Free Press of Glencoe.
- Gfk Social Research. (2007). *Reflections on childhood – Lifestyle*. http://news.bbc.co.uk/2/shared/bsp/hi/pdfs/25_02_08_childhood.pdf.
- Glenn, N. M., Knight, C. J., Holt, N. L., & Spence, J. C. (2013). Meanings of play among children. *Childhood*, 20(2), 185-199.
- Goldberg, M. E., & Gorn, G. J. (1978). Some unintended consequences of TV advertising to children. *Journal of Consumer Research*, 5(1), 22-29.
- Gupta, N. (2011). Globalization does lead to change in consumer behavior: An empirical evidence of impact of globalization on changing materialistic values in Indian consumers and its after affects. *Asia Pacific Journal of Marketing and Logistics*, 23(3), 251-269.
- Haiat, H., Bar-Mor, G., & Shochat, M. (2003). The world of the child: A world of play

- even in the hospital. *Journal of Pediatric Nursing*, 18(3), 209-214.
- Harter, S. (1982). A cognitive-developmental approach to children's understanding of affect and trait labels. In F. C. Serafica (Ed.), *Social-cognitive development in context* (pp. 27-61). The Guildford Press.
- Holder, M. D., & Coleman, B. (2009). The contribution of social relationships to children's happiness. *Journal of Happiness Studies*, 10(3), 329-349.
- Holder, M. D., Coleman, B., & Wallace, J. M. (2010). Spirituality, religiousness, and happiness in children aged 8-12 years. *Journal of Happiness Studies*, 11(2), 131-150.
- Holder, M., & Coleman B. (2015). Children's friendships and positive well-being. In M. Demir (Ed.), *Friendship and happiness* (pp. 81-97). Springer. https://doi.org/10.1007/978-94-017-9603-3_5
- Holder, M. D., & Klassen, A. (2010). Temperament and happiness in children. *Journal of Happiness Studies*, 11(4), 419-439.
- Hong, Y., Ra, Y., & Jang, H. (2015). A study on young children's perceptions and experiences of happiness. *Asia-Pacific Journal of Research in Early Childhood Education*, 9(1), 39-64.
- Huebner, E. S. (2004). Research on assessment of life satisfaction of children and adolescents. *Social Indicators Research*, 66(1), 3-33.
- Hwang, H. I., Kim, M. J., & Tak, J. H. (2013). A study of five-year-old children's happiness as measured by the cognition of being happy and the condition of happiness. *The Journal of Eco-Early Childhood Education*, 12(4), 93-122.
- James, A., & Prout, A. (1997). *Constructing and reconstructing childhood* (2nd ed.). Routledge.
- John, D. R. (1999). Consumer socialization of children: A retrospective look at twenty-five years of research. *Journal of Consumer Research*, 26(3), 183-213.
- Kim, S. (2013). The meaning of happiness as understood and articulated by young children. *Korean Journal of Early Childhood Education*, 33(3), 377-400.
- Kim, S., & Kang, S. (2008). The expansion of the concept of happiness of five-year-olds by sharing picture books that deal with the topic of psychological well-being. *Journal of Children's Literature and Education*, 9(2), 119-139.
- Kirk, C. M., Lewis-Moss, R. K., Nilsen, C. D., & Colvin, Q. (2011). The role of parent

- expectations on adolescent educational aspiration. *Educational Studies*, 37(1), 89-99.
- Knies, G. (2012). Life satisfaction and material well-being of young people in the UK. In S. L. McFall, & C. Garrington (Eds.), *Early findings from the first wave of the UK's household longitudinal study* (pp. 15-22). Institute for Social and Economic Research.
- Koopmans, T. A., Geleijnse, J. M., Zitman, F. G., & Giltay, E. J. (2010). Effects of happiness on all-cause mortality during 15 years of follow-up: The Arnhem elderly study. *Journal of Happiness Studies*, 11(1), 113-124.
- Kortan, D. C. (1999). *The post- corporate world: Life after capitalism*. Berrett-Koehler Publishers.
- Kurniawati, Y., & Hong, J. Z. (2015). May I have some more time to play, please?: An exploration of Javanese Indonesian children's happiness. *Research on Humanities and Social Sciences*, 5(12), 69-74.
- Lloyd-Smith, M., & Tarr, J. (2000) Researching children's perspectives: A sociological dimension. In A. Lewis, & G. Lindsey (Eds.), *Researching children's perspectives* (pp. 59-70). Open University Press.
- Main, G. (2014). Child poverty and children's subjective well-being. *Child Indicators Research*, 7(3), 451-472.
- Mayall, B. (2000). The sociology of childhood in relation to children's rights. *The International Journal of Children's Rights*, 8(3), 243-259.
- McAuley, C., & Layte, R. (2012). Exploring the relative influence of family stressors and socio-economic context on children's happiness and well-being. *Child Indicators Research*, 5(3), 523-545.
- McNeal, J. U. (1999). *The children market: Myths and realities*. Paramount Market Publishing.
- Mills, S. (2017). Voice: Sonic geographies of childhood. *Children's Geographies*, 15(6), 664-677.
- Moore, K., Gomez-Garibello, C., Bosacki, S., & Talwar, V. (2016). Children's spiritual lives: The development of a children's spirituality measure. *Religions*, 7(8), 95. <https://doi.org/10.3390/rel7080095>
- O'Kane, C. (2000). The development of participatory techniques: Facilitating children's views about decisions which affect them. In P. Christensen, & A. James (Eds.),

- Research with children* (pp. 136-150). Falmer Press.
- Oketch, M., Mutisya, M., & Sagwe, J. (2012). Parental aspirations for their children's educational attainment and the realisation of universal primary education (UPE) in Kenya: Evidence from slum and non-slum residences. *International Journal of Educational Development*, 32(6), 764-772.
- Park, N., & Peterson, C. (2006). Character strengths and happiness among young children: Content analysis of parental descriptions. *Journal of Happiness Studies*, 7(3), 323-341.
- Parmar, P., Harkness, S., & Super, C. M. (2004). Asian and Euro-American parents' ethnotheories of play and learning: Effects on preschool children's home routines and school behaviour. *International Journal of Behavioral Development*, 28(2), 97-104.
- Pranoto, Y. K. S., & Hong, J. J. (2014, August 8-10). *What makes you happy, Kid?: An Exploration of Happiness among children in Indonesia* [Paper presentation]. 15th Annual Conference Living in Harmony through Early Childhood Education and Care, Pacific Early Childhood Education Research Association, Indonesia.
- Pranoto, Y. K. S., & Hong, J. (2018). Gender preferences in play companions that lead to happiness: A case study on Indonesian children. *Early Child Development and Care*, 188, 1-18. <https://doi.org/10.1080/03004430.2018.1550751>
- Proctor, C. L., Linley, P. A., & Maltby, J. (2009). Youth life satisfaction: A review of the literature. *Journal of Happiness Studies*, 10(5), 583-630.
- Qvortrup, J. (1994). Childhood matters: An introduction. *Childhood Matters: Social Theory, Practice and Politics*, 14, 1-23.
- Qvortrup, J. (2004). Editorial: The waiting child. *Childhood*, 11(3), 267-273.
- Rees, G., Pople, L., & Goswami, H. (2011). *Understanding children's well-being: Links between family economic factors and children's subjective well-being: Initial findings from wave 2 and wave 3 quarterly surveys*. https://www.childrenssociety.org.uk/sites/default/files/tcs/promoting_positive_well-being_for_children_economic_factors_march.pdf
- Relph, E. (1976). *Place and placelessness* (Vol. 67). Pion Limited.
- Roper, S., & Shah, B. (2007). Vulnerable consumers: The social impact of branding on children. *Equal Opportunities International*, 26(7), 712-728.
- Ryff, C. D., & Singer, B. H. (2008). Know thyself and become what you are: A eudaimonic

- approach to psychological well-being. *Journal of Happiness Studies*, 9(1), 13-39.
- Shaver, P. R., Murdaya, U., & Fraley, R. C. (2001). Structure of the Indonesian emotion lexicon. *Asian Journal of Social Psychology*, 4(3), 201-224.
- Sheldon, K. M., & Kasser, T. (1998). Pursuing personal goals: Skills enable progress, but not all progress is beneficial. *Personality and Social Psychology Bulletin*, 24(12), 1319-1331.
- Shiraisi, S. S. (1997). *Young heroes: The Indonesian family in politics*. Cornell University Press.
- Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2007). *Positive psychology: The scientific and practical explorations of human strengths* (4th ed.). Sage Publication.
- Spera, C., Wentzel, K. R., & Matto, H. C. (2009). Parental aspirations for their children's educational attainment: Relations to ethnicity, parental education, children's academic performance, and parental perceptions of school climate. *Journal of Youth Adolescence*, 38(8), 1140-1152.
- Stearns, P. N. (2019). Happy children: A modern emotional commitment. *Frontiers in Psychology*, 10, 1-8. <https://doi.org/10.3389/fpsyg.2019.02025>
- Sy, S. R., & Schulenberg, J. E. (2005). Parent beliefs and children's achievement trajectories during the transition to school in Asian American and European American families. *International Journal of Behavioral Development*, 29(6), 505-515.
- Thoilliez, B. (2011). How to grow up happy: An exploratory study on the meaning of happiness from children's voices. *Child Indicators Research*, 4(2), 323-351.
- Uchida, Y., Norasakkunkit, V., & Kitayama, S. (2004). Cultural constructions of happiness: Theory and empirical evidence. *Journal of Happiness Studies*, 5(3), 223-239.
- Vandana, A., & Lenka, U. (2014). A review on the role of media in increasing materialism among children. *Procedia – Social and Behavioral Sciences*, 133, 456-464.
- Villiger, C., Wandeler, C., & Niggli, A. (2014). Explaining differences in reading motivation between immigrant and native students: The role of parental involvement. *International Journal of Educational Research*, 64, 12-25.
- Vollebergh, W. A. M., Iedema, J., & Raaijmakers, Q. A. W. (2001). The formation of cultural orientations in adolescence: Status inheritance, intergenerational transmission and internalization of attitudes. *Journal of Marriage and the Family*, 63, 1185-1198.

Young Children Voices of Happiness: Learning from Urban Area in INDONESIA

- Whitbeck, L., & Gecas, V. (1988). Value attributions and value transmission between parents and children. *Journal of Marriage and Family*, 50(3), 829-840.
- Ye, D., Ng, Y. K., & Lian, Y. (2014). Culture and happiness. *Social Indicators Research*, 123(2), 519-547.
- Zevalkink, J., & Riksen-Walraven, J. M. (2001). Parenting in Indonesia: Inter- and intracultural differences in mothers' interactions with their young children. *International Journal of Behavioral Development*, 25(2), 167-175. <https://doi.org/10.1080/01650250042000113>



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

Final draft confirmation APJRECE

SungMin Kim <kimsm91@gmail.com>

Mon, Aug 24, 2020 at 7:24 PM

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

Dear Dr. Pranoto,

Thank you for the file! The manuscript will be published online on Sept 1 in our website www.pecerajournal.com

Thank you for your contribution to APJRECE!

Best regards,
Sungmin Kim

2020년 8월 24일 (월) 오후 4:14, Yuli Kurniawati Sugiyo Pranoto <yuli.kurniawati.sp@mail.unnes.ac.id>님이 작성:
[Quoted text hidden]