



# The Concept of Happiness in Elementary School Children

Nurfitriany Fakhri<sup>1</sup><sup>a</sup>, Nurauliah Safitri Muchlis<sup>1</sup>, Ahmad Yasser Mansyur<sup>1</sup> and Sahril Buchori<sup>2</sup><sup>b</sup>

<sup>1</sup>Psychology Faculty, Universitas Negeri Makassar, Jl. AP Pettarani, Makassar, Indonesia

<sup>2</sup>Guidance and Counseling Department, Universitas Negeri Makassar, Jl. Tamalate 1, Makassar, Indonesia

**Keywords:** Happiness, Positive Emotion, Children.


**Abstract:** The problem of unhappiness can arise due to differences in perception and cognitive processes in each age range. Measuring children's happiness by the standards of adults' happiness can create intergenerational gaps. This study aims to describe the concept of happiness in elementary school children in Makassar City. This study uses a qualitative method with the principle of constructive realism involving 461 respondents. The data collection technique is in the form of a questionnaire using open questions. Based on the results of the study, it was found that: (1) the definition of happiness based on children's perceptions, specifically conditions related to positive emotions; (2) as for the source of children's happiness with the ten highest percentages, videlicet, having harmonious relationships with the closest people, doing favourite activities, doing "outing" activities (activities outside the home), getting rewards, doing sports, gaining achievements, consuming favourite foods and drinks, celebrating special days, wishes fulfilled, and gratitude; and (3) The reason for the importance of happiness in children is because happiness can make children feel positive and prevent children from negative feelings. Based on this explanation, parents and educators must strive to create and improve positive relationships in families and schools, provide opportunities for children to do fun activities, provide opportunities for children to socialize with friends, try to meet children's needs, and seek strategies to improve happiness and well-being in children at home and at school.


## 1 INTRODUCTION

Strengthening character education is a priority program for the Indonesian government in improving the national education system (Fanhas & Mukhlis, 2017). Little is known about what shapes and causes student well-being and happiness in primary schools. Meanwhile, Seligman et al. (2009) suggest that as educators, it is necessary to learn more about what constitutes happiness in childhood and consider ways and means to increase it. Happiness is often defined as a state of well-being that consists of positive emotions and feelings of satisfaction with life in individuals (Carter & Seifert, 2012). To achieve this, every person must increase pleasure and reduce pain (Kahneman, 1999). Feelings of pleasure and satisfaction are defined as affective and cognitive components, and the two things are interdependent (Carr, 2011). The mental part becomes vital for a person, especially in feeling the

stimuli that lead to satisfaction, ultimately leading to happiness (Argyle, 2001). Happiness can have different meanings depending on the individual exploring the meaning objectively or subjectively (Veenhoven, 2000).

One concept that plays a role in determining indicators of happiness is age (Butt & Beiser, 1987). At different ages, some indicators of happiness also differ. At each age range, the way individuals feel happiness is different because of various cognitive processes. This also shows that children think happiness differently when compared to adults. Children do not articulate a vision of the good life, and school has a significant role in building children's happiness (Seligman & Csikszentmihalyi, 2000). Happiness in young children may differ from that in adolescents and adults because children do not have cognitive maturity and have not experienced some life circumstances that affect people's happiness (Holder & Coleman, 2008). Therefore, a deeper appreciation of the factors

<sup>a</sup> <https://orcid.org/0000-0001-5323-8125>

<sup>b</sup> <https://orcid.org/0000-0001-7184-8576>

associated with childhood happiness and knowledge is needed.

Age affects differences between the concepts of happiness (Ryff & Keyes, 1995). Differences in ages and developmental stages can cause gaps or distances between children and adults, especially parents, and it can lead to parental misunderstandings about children's attitudes and vice versa. There are significant differences in the indicators of happiness in the perspectives of children, parents, and teachers (Ben-Arieh, 2008). This problem is seen as part of the gap between generations. It can lead to different standards or expectations of happiness (Trommsdorf, 2006). Parents believe that they have an important influence in shaping children's happiness according to parental standards (Casas, 2011). Nevertheless, parents and children often measure happiness according to their self-interest so that children may have different standards of happiness than their parents. Furthermore, this condition can lead to parent-child conflict, which then causes feelings of unhappiness on both sides (Suldo & Fefer, 2015).

The problem that may arise is whether the paradigm of children's happiness can be captured and interpreted relatively by their parents who meet their children every day and want their children to be happy? This research will try to find the paradigm of happiness in children. When parents and children use the same paradigm, the probability of problems arising is minimal. Still, if the paradigms are different, it is likely to cause problems because of their distinct demands. Expressing the happiness paradigm between parents and children will allow parents to anticipate creating a conducive environment for children's growth, especially considering that childhood happiness is essential in optimizing children's development (Batcho, 2012).

Research on children's happiness is generally associated with children's external factors (Stallings, et.al., 1997). A study on children aged 9-10 years, who grew up in Yogyakarta, found that children's happiness is shown through temporal indicators, called hedonic happiness (Ryan & Deci, 2001). Another research found that the material is the only important factor that affects the development and happiness of children (Anand & Roope, 2016). Also, money and other materials can become indicators to determine children's happiness (Rees, Main & Bradshaw, 2015). At this age, Piaget suggested that children's cognitive development is in the final stage of concrete operations leading to formal operations so that

concrete steps still affect them. To anticipate Piaget's paradigm of cognitive development, the indicators used for research on children aged between 10-14 years must be in the form of abstract indicators (Santrock, 2011). This fact raises the question: what is the paradigm or indicator of happiness in children aged 7-11 years who are in the pre-operational cognitive development stage to the concrete operational stage?

Most positive psychology research concerns subjective well-being in adults, but not many studies have examined the characteristics of happiness in children (Vinichuk & Dolgova, 2016). Adults can only interpret the concept of happiness in adults but not by children. It is undeniable that happiness or unhappiness in childhood affects personal well-being in adulthood. Individual happiness depends on how the individual has felt in the past (Tamir, et.al., 2015). Older adults who remember that they were not happy in childhood then feel unhappy and dissatisfied in adulthood. Therefore, it is crucial to know the concept of happiness from the child's perspective.

There is very little research on children's happiness, especially in Indonesia. At the same time, the benefits of happiness in children are significant for children's lives, especially in the next period of life, one of which is to make children able to make the experience of failure as a whip to find better ways to achieve goals. Based on the previous explanation, everyone's perspective on happiness can be different, including for children. If measuring the concept of children's happiness is based on indicators of adult happiness, this can lead to intergenerational gaps. This research aims to find out about the concept of happiness in elementary school children in Makassar. The framework of thought in this research is as follows:

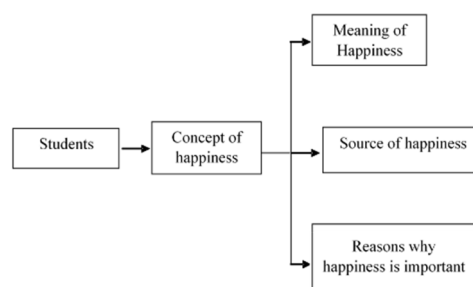


Figure 1: Research framework.

## 2 METHOD

This study uses a qualitative approach with the principle of constructive realism to determine the concept of happiness in elementary school children in Makassar City, Indonesia. The number of subjects in the study was 461 students grade 1 to grade 6 of 4 types of elementary schools in Makassar City. The four elementary schools are public schools, nature-based private schools, elementary schools that combine Islam as their primary curriculum, and elementary schools that integrate Christianity as their primary curriculum.

The data collection technique in this study was to use a questionnaire in the form of a diary book design through the Quizizz application, making it easier for respondents and interested in filling out the questionnaire. The questionnaire consists of three questions that the researcher prepared. The first question is an open question about the meaning of happiness according to the child himself. The second question is also an open-ended question about events that make the subject happy. The third question is a question about the importance or not of being happy according to the subject.

The entire data collection process took three weeks. The next stage is the researcher performs the process of copying the respondents' answers in the form of verbatim data analysis. The data were then analyzed using preliminary coding, categorization, axial coding, and cross-tabulation techniques according to the grounded theory research design framework (Chun Tie, Birks, & Francis, 2019)

## 3 RESULT

### 3.1 Respondent Description

To provide an easier description, the researcher presents the demographic data as follows:

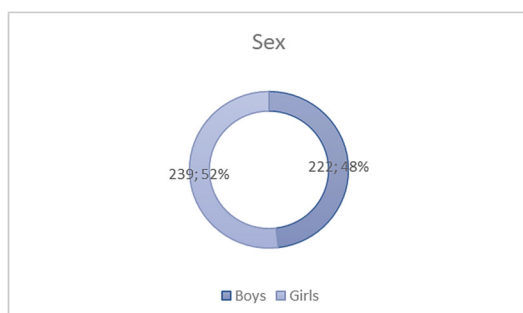


Figure 2: Demographics of respondents by gender.

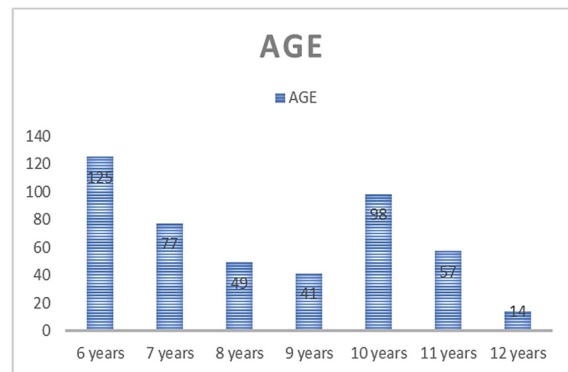


Figure 3: Demographics of respondents by age.

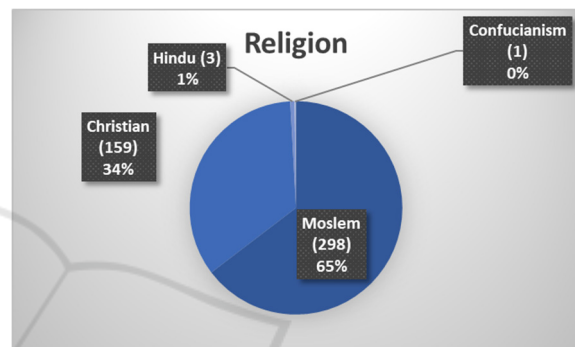


Figure 4: Demographics of respondents by religion.

### 3.2 Definition of Happiness

The results show that most respondents interpret happiness as a positive emotion, feeling happy, calm, peaceful, happy, without pressure/burden, not feeling sad, love, and gratitude. The definition of happiness by students is presented explicitly in the following table.

Based on table 1, the respondents' answers to the question "What do you think is happiness?" There are many different definitions of happiness. Table 1 presents the categories of the meaning of happiness from students' answers. Most respondents (49.67%) define happiness as a condition associated with positive emotions (such as happy, joyful, cheerful, peaceful, calm feeling).

Table 1: Coding of happiness definition by students.

#	Basic Category	Categories of respondents' answers	Sum	%
1.	Harmonious relationship with the closest people	Friends only Family only Friends and family	82	17,78
2.	Life satisfaction	Hope fulfilled Wish fulfilled Hopes and wishes	29	6,29
3.	Expression of Feelings	Laugh and smiling	29	6,29
4.	Affection	Affection	13	2,81
5.	Religious	Religious	4	0,86
6.	Positive emotions	Positive emotions: happy, joy, cheerful, not sad	229	49,67
7.	Gratitude	Gratitude	16	3,47
8.	Value of Simplicity	Simple	8	1,73
9.	Doing activities that students like	Doing favorable activities Playing	21	4,55
10.	Peace	Peace	3	0,65
11.	Body condition	Healthy	2	0,43
12.	Intrapersonal relationship	Intrapersonal relationship	3	0,65
13.	Life value	Life value	4	0,86
14.	Confidence	Confidence	3	0,65
15.	Feeling unhappiness	Feeling unhappiness	2	0,43
16.	Being rewarded	Being rewarded	1	0,21
17.	Not relevant	All of the respondent's answers not relevant	12	2,6
<b>Total</b>			<b>461</b>	<b>100</b>

### 3.3 Events That Make Children Happy

question number 2, namely what events make students happy in the form of the following table:

The researcher presents the results of the coding on

Table 2: Coding of events that make children happy.

#	Category	Categories of respondents' answers	Sum	%
1	Harmonious relationship with the closest people	Friends/closest one	334	23,94
2	Achievement	Family Winning a contest Having a good mark Passing test Get Ranked Able to finish a task	72	5,16
3	Study	Study	19	1,36
4	Outing experience	Visiting a family house Travel and vacation Going to the mall Riding a vehicle	202	14,48
5	Doing a good deed	Doing a good deed	23	1,64
6	Doing a favorable activity	Playing Shopping Watching Using handphone Reading	213	15,26
7	Sport	Sport	75	5,37
8	Special day	Special day	41	2,93
9	Consuming favorite food or drinks	or Consuming favourite food or drinks	52	3,72
10	Intrapersonal relationship	Intrapersonal relationship	3	0,21
11	Interpersonal relationship	Interpersonal relationship	18	1,29
12	Art activity	Art activity	17	1,21
13	Hope and Wish fulfilled	Hope fulfilled Wish fulfilled	37	2,65
14	<i>Sense of humor</i>	<i>Sense of humor</i>	6	0,43
15	Religiosity	Religiosity	26	1,86
16	Reward	Reward	115	8,24
17	Affection	Affection	26	1,86
18	Gratitude	Gratitude	35	2,5
19	School	School	33	2,36
20	Pet	Pet	7	0,5
21	Daily activity	Doing daily activity	20	1,43
22	Body condition	Healthy Good physical appearance	6	0,43
23	Expression	Expression	3	0,21
24	Getting good treatment	Getting good treatment	6	0,43
25	Not answer	Not answer	1	0,07
26	Not relevant	Not relevant	5	0,35
<b>Total</b>			<b>1395</b>	<b>100</b>

### 3.4 Why It Is Important to Feel Happy

importance of being happy, in the following table:

The researcher presents the coding results for question number 3, to be specific, the reasons for the

Table 3: Coding of reasons for the importance of being happy for students.

#	Basic Category	Kategori dari jawaban responden	Sum	%
1	Closest person	Family Friends	6	1,3
2	Get positive feelings and avoid negative feelings.	Laugh Not sad Comfortable Happy Not angry Solemn Not crying Joy Not silent Smile Cheers Peace	202	43,81
3	Needs and imperatives	Needs Must	13	2,81
4	Avoiding stress	Avoid stress	16	3,47
5	As a meaning of life	Meaning of life	10	2,16
6	Giving encouragement	Encouragement	12	2,6
7	Affects body condition	Physically Healthy Mental Health Helping children's growth Good physical appearance and attractive	29	5,29
8	More grateful	More grateful	11	2,38
9	As a right	As a right	12	2,6
10	Memorable moment	Memorable moment	3	0,65
11	Improving the quality of life	A better life An easier life	19	4,12
12	Long life	Long life	3	0,65
13	Life value	Purpose of life Life guide Important things in life	20	4,33
14	Positive meaning	Positive meaning	6	1,3
15	Value of simplicity	Value of simplicity	2	0,43
16	Interpersonal relationship	Interpersonal relationship	19	4,12
17	Reward	Reward	7	1,51
18	Prosperous	Prosperous	1	0,21
19	Irrelevant	Irrelevant	70	15,18
<b>Total</b>			<b>461</b>	<b>100</b>

## 4 DISCUSSION

### 4.1 Definition of Happiness

Based on the explanation in Table 1 shows that children define happiness in various ways. The definition of happiness with the highest percentage among other definitions expressed by children is a positive emotion. According to the child's perception, happiness is a positive emotion characterized by feelings of pleasure, joy, cheerfulness, calm, not sadness, and a sense of not having a burden. In line with the definition that feelings of pleasure and peace characterize happiness (Hefferon & Boniwell, 2011). So that positive emotions as a definition of happiness are things that adults and children feel.

Children also express other definitions of happiness, but the essence of this definition is the emergence of positive emotions in children. For example, harmonious relationships with the closest people in this category include children gathering with family and friends accompanied by fun activities such as joking. Likewise, with affection, this category will also lead to the emergence of a sense of pleasure.

The category of relationship with the closest person and the category of affection can be related. If the relationship with the family is warm and loving despite occasional conflicts and punishment for wrong behavior, children will feel that the family loves and treats them fairly. However, happiness will increase if the atmosphere at home is calm and happy (Oishi, Graham, Kesebir & Galinha, 2013). Furthermore, life satisfaction, this category also raises positive emotions when children feel satisfied. Happiness is a state of well-being and life satisfaction, namely the pleasant satisfaction that arises when needs and expectations are met (Franklin, 2010). The basis of feeling happy is positive emotions that are in line with satisfaction and feelings of pleasure (Seligman, 2002).

Doing religious activities such as worship also raises positive emotions. Expressing feelings is also related to positive emotions; for example, when children feel happy, happy, then express feelings by laughing and smiling. Likewise with gratitude is related to feelings of calm, peace, which lead to positive emotions. Confidence is also one of the definitions of happiness according to the child's perception, but this category also leads to the emergence of positive emotions in children.

There are still definitions related to happiness expressed by children, such as the value of life,

intrapersonal relationships, good body condition, and getting rewards such as praise or gifts; if examined further, these definitions will also bring positive emotions. Therefore, it can be concluded that happiness based on the child's perception as a positive emotion felt by the individual. In line with this explanation, happiness described as a positive emotion felt by individuals and positive activities liked by individuals. Happiness seen as an achievement and a hope, which is generally achieved by fulfilling goals and rewarding specific efforts (Mínguez, 2020). Happiness naturally produces positive and subjective emotions. However, there is something quite interesting in the results of this study, and it found that there were two children who did not feel happy. After the researchers studied further, respondents who answered that they did not feel happiness told that the event that made them happy was gathering with their family.

### 4.2 Source of Happiness

As with the definition of happiness, children also give perceptions about the sources of happiness in various ways. A harmonious relationship with the closest person is the dominant source of happiness, which the child answers. This relationship with the nearest person includes doing fun activities and joking with family and friends to create a pleasant happy atmosphere. The home atmosphere and relationships with various family members are two significant factors in happiness (Lu, 2001). Another research result also suggested that a sense of friendship is one of the essential indicators of happiness (O'Rourke, & Cooper, 2010).

Achievement, study, and school also appear as a source of happiness in children. Feelings towards school can be a source of happiness or unhappiness for children. Children who have good school grades adjust well to teachers and classmates, and those who like to learn new things make children happier. Several studies emphasize the education system in schools, including all the people involved in the design, such as teachers and students. It is the most influential part in making school a pleasant or unpleasant place (Lee & Lee, 2014).

Outing activities are one of the sources of happiness that arise in children. Outing activities are activities carried out outside the home, including visiting relatives' homes, sightseeing, vacations, recreation, going to the mall, and taking transportation. In adolescents, it also found that recreation or leisure time looked quite happy but

with a frequency that was not high enough (Hartati, 2017). While for children outing activities have a high presentation as a source of happiness after a harmonious relationship with the closest person and doing things they like.

Doing good is a source of happiness in children. Doing good includes helping parents, helping siblings, helping friends, sharing with others, forgiving someone, and being kind to others. Another one, doing what students love, is the second dominant source of happiness in children. Activities that children like include playing, playing games, watching tv/cinema, reading books, and other fun activities for children. Researchers found that children would be happier if they did activities with family and friends. However, in this category, it is only for specific activities, such as playing, shopping, watching movies, playing on mobile phones, and reading.

In addition to the biological fact that exercise triggers the release of the hormone dopamine, a compound that makes individuals feel happy (Basso & Suzuki, 2017). Psychologically, sports activities are also a source of happiness for children. In this study, children answered that sports activities such as swimming, cycling, playing ball, running, badminton, and other sports activities made children happy. This is in line with research that found that one of the five things that make children happy is exercise (Chaplin, 2009).

Special days are one of the sources of happiness in teenagers, which also found in children. Special days include birthdays, Eid al-Fitr, and Christmas. Based on the research results by Harmani and Yulianti (2014) suggest that one of the events that make teenagers happy is a birthday celebration included in the category of personal affective events. Meanwhile, consuming favorite foods and drinks is one of the events that makes children happy, like eating ice cream, chicken, Milo, Indomie, and other favorite foods. Kaur and Van (2017) suggest that certain types of food help generate positive emotions. Getting a reward is also one of the events that make children happy. Rewards include getting gifts, buying toys, buying something children want, buying storybooks, buying bicycles, being surprised, getting chocolates, and others.

Another category, intrapersonal and interpersonal relationships in children, is a source of happiness. Having friends is an important source of happiness (Demir, Özdemir & Weitekamp, 2007). The friendship features of best friends and first friends emerged as the strongest predictors of happiness. Doing artistic activities is also a source of

happiness for children. This in line with a research result, a meaningful life is a gateway to happiness, and one of the sources of happiness is art. Art activities include singing, painting, drawing, dancing, and other art activities (Walshe, Lee & Smith, 2020).

Another event that makes children happy is when the child's hopes and desires are fulfilled. As for some of the wishes and hopes mentioned by children, namely seeing their parents happy, always making others smile, and making both parents happy. Sense of humor is one source of happiness in children. Events related to a sense of humor are events that make children feel positive emotions and laugh, including having funny friends, seeing funny events, and telling stories about funny topics. Semrud-Clikeman & Glass (2010) suggest that everyone has a sense of humor, both adults and children. A sense of humor is needed to enjoy humor in a relaxed and cheerful manner so that children's development, incredibly emotional development, can be optimal.

The next happy event is a religious activity. Religious activities in children include covering their private parts of the body, reciting or reading the Qur'an, worshiping with family, praying on time, praying in congregation at the mosque, and carrying out religious orders. The results of this study are contrary to the results of research from Holder, Coleman, and Wallace (2010), which found that children's spirituality, but not their religious practices (e.g., attending church, praying, and meditating), was strongly linked to their happiness. Another event is gratitude. Gratitude, according to children, includes being grateful for being able to breathe fresh air, having parents and family, having many kind-hearted friends, going to school, getting sustenance, and all needs can be met. One form of good moral quality is gratitude, which can foster happiness for individuals (2005b).

Affection is an event that also makes children happy. Affection, according to children, includes getting love from both parents, siblings, family, friends, and other closest people. One form of affection that makes children happy is being kissed by their parents. It suggests that if the relationship with the family is warm and loving, the child will feel that the family loves and treats him fairly. One factor that influences happiness in children is the home atmosphere (Badri, Al Nuaimi & Guang, 2018).

Pets also become a source of happiness for children. Events related to this category include playing with pets such as rabbits, cats, and other



pets. The next event that the researchers did not expect that makes children happy is doing daily activities. This category includes eating, drinking and sleeping. The condition of the body is the next source of happiness. Body condition includes having a healthy physical and mental condition. The next source of happiness is expression. Expression includes expressing positive feelings in children in the form of laughing and smiling faces. The last one is, getting good treatment. These events involve reading storybooks when they want to sleep, cooking their mother's favorite foods, and helped with homework.

### 4.3 Reasons for the Importance of Happiness

This study found various reasons for happiness in children. The reason for the importance of happiness in children is because it makes individuals get positive feelings and avoids individuals from negative feelings, affects body conditions as a value of life, improves the quality of life, has a positive effect on interpersonal relationships, avoids stress, needs, and obligations, gives encouragement, is a right. Everyone becomes more grateful, as the meaning of life, makes a long life, gets rewards, gets memorable moments, is the value of simplicity, and gets much sustenance. The dominant respondents answered that happiness is essential because it prevents individuals from negative feelings and makes them experience positive emotions. This aligns with previous research conducted by Patnani and Juniar (2014) on children aged 9-12 years in Central Jakarta. Most children reasoned that happiness is important because happiness can make children experience positive feelings and avoid negative feelings.

## 5 CONCLUSION

This research shows that based on the child's perception, happiness is considered as a condition associated with positive emotions (such as happy, joyful, cheerful, peaceful, calm feeling). The dominant source of happiness for children is a harmonious relationship with the closest people, including gathering with family or friends, playing with friends or relatives, traveling with family, and spending time with family and friends. Therefore, to increase happiness in children, it is best to focus on efforts to create and improve positive relationships

in children's relationships with family and friends. The reason for the importance of happiness in children is because happiness can make children feel positive feelings and prevent children from negative emotions. Based on the results of the research conducted, the researchers suggest, for further researchers, it can be considered to conduct research and development on similar topics, such as using data collection methods in the form of interviews to explore deeper meanings from respondents' answers.

## REFERENCES

- Anand, P. & Roope L. (2016). The development and happiness of very young children. *Social Choice and Welfare*. 47(4):825-51.
- Argyle, M. (2001). *The psychology of happiness* (2<sup>nd</sup> ed.). Routledge. <https://doi.org/10.4324/9781315812212>.
- Badri, M., Al Nuaimi, A., Guang, Y., Al Sheryani, Y., & Al Rashedi, A. (2018). The effects of home and school on children's happiness: a structural equation model. *International Journal of Child Care and Education Policy*, 12(1). <https://doi.org/10.1186/s40723-018-0056-z>
- Basso, J. C., & Suzuki, W. A. (2017). The effects of acute exercise on mood, cognition, neurophysiology, and neurochemical pathways: a review. *Brain plasticity (Amsterdam, Netherlands)*, 2(2), 127-152. <https://doi.org/10.3233/BPL-160040>
- Batcho, K. I. (2012). Childhood happiness: More than just child's play. *Psychology Today*.
- Ben-Arieh, A. (2008). Indicator and Indices of children's Well-being: towards a more policy-oriented perspective. *European Journal of Education*, 43(1):37-50.
- Butt, D. S. & Beiser, M. (1987). Successful aging: international theme psychology. *Psychology of Aging*, 2:87-94.
- Carr, A. (2011). *Positive psychology: The science of happiness and human strengths* (2<sup>nd</sup> ed.). Routledge/Taylor & Francis Group.
- Carter, K. E., & Seifert, C. M. (2012). *Learn psychology*. Jones & Bartlett Publishers.
- Casas, F. (2011). Subjective social indicators and child and adolescent well-being. *Child Indicators Research* 2011; 4(4): 555-75.
- Chaplin, L. (2009). Please may I have a bike? Better yet, may I have a hug? An examination of children's and adolescents' happiness. *Journal of Happiness Studies*, 10, 541-562. <http://dx.doi.org/10.1007/s10902-008-9108-3>
- Chun Tie, Y., Birks, M., & Francis, K. (2019). Grounded theory research: A design framework for novice researchers. *SAGE Open Medicine*, 7, 2050312118822927. <https://doi.org/10.1177/2050312118822927>
- Demir, M., Özdemir, M. & Weitekamp, L.A. (2007). Looking to happy tomorrows with friends: Best and

- close friendships as they predict happiness. *J Happiness Stud* 8, 243–271. <https://doi.org/10.1007/s10902-006-9025-2>
- Fanhas, E. & Mukhlis, G. N. (2017). Pendidikan karakter untuk anak usia dini menurut Q.S Lukman: 13-19. *Jurnal Anak Usia Dini dan Pendidikan Anak Usia Dini*, 3(3a), 42-51. P-ISSN: 2599-0438; E-ISSN: 2599-042X.
- Franklin, S. S. (2010). *The psychology of happiness: a good human life*. Philosophy in Review, (5). Cambridge: Cambridge University Press.
- Harmani & Yulianti, A. (2014). Peristiwa-peristiwa yang membuat bahagia, *Psymphatic, Jurnal Ilmiah Psikologi*, 1(2): 109-119.
- Hartati, N. (2017). Makna dan sumber kebahagiaan remaja suku minangkabau. *Jurnal Konseling dan Pendidikan*, 5(2). ISSN: 2337-6740
- Hefferon, K., & Boniwell, I. (2011) *Positive psychology: theory, research, and applications*. Open University Press: United States.
- Holder, M. & Coleman, B. (2008). The contribution of temperament, popularity, and physical appearance to children's happiness. *Journal of Happiness Studies*, 9(2), 279-302.
- Holder, M. D., Coleman, B., & Wallace, J. M. (2010). Spirituality, religiousness, and happiness in children aged 8–12 years. *Journal of Happiness Studies: An Interdisciplinary Forum on Subjective Well-Being*, 11(2), 131–150. <https://doi.org/10.1007/s10902-008-9126-1>
- Kahneman, D. (1999). Objective happiness. In D. Kahneman, E. Diener, & N. Schwarz (Eds.), *Well-being: Foundations of hedonic psychology* (pp. 3–25). New York, NY: Sage.
- Kaur, S. & Van, A. (2017). Do the types of food you eat influence your happiness?. *UC Merced Undergraduate Research Journal*, 9(2).
- Lee, H., & Lee, J. (2014). Effects of teacher's attachment perceived children to school happiness of children: The mediated effects of learning flow and peer competence. *Youth Facility and Environment*, 12, 81–91.
- Lu, L. (2001). Understanding happiness: a look into the Chinese folk psychology. *Journal of Happiness Study*, 407-32.
- Lyubomirsky, S., Sheldon, K. M., & Schkade, D. (2005b). Pursuing happiness: The architecture of sustainable change. *Review of General Psychology*, 9(2), 111–131.
- Mínguez, A.M. (2020). Children's relationships and happiness: the role of family, friends and the school in four european countries. *J Happiness Stud* 21, 1859–1878. <https://doi.org/10.1007/s10902-019-00160-4>.
- O'Rourke, J., & Cooper, M. (2010). Lucky to be happy: a study of happiness in Australian primary students. *Australian Journal of Educational & Developmental Psychology*, 10, 94-107. ISSN 1446-5442.
- Oishi, S., Graham, J., Kesebir, S., & Galinha, I. C. (2013). Concepts of happiness across time and cultures. *Personality & social psychology bulletin*, 39(5), 559–577. <https://doi.org/10.1177/0146167213480042>
- Patnani, M. & Juniar, D. (2014). Definitions and sources of happiness: description of happiness in children age 9-12 years in central Jakarta. *Jurnal Psikologi Indonesia*, 11(1), 1-13. ISSN. 0853-3098.
- Rees, G., Main, G., & Bradshaw, J. (2015). *Children's Worlds National Report England*. York: University of York.
- Ryan, R.M. & Deci, E.L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annu Rev Psychol* 2001; 52(1):141-66.
- Ryff, C.D. & Keyes, L.M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4).
- Santrock, J.W. (2011). *Life-Span Development: Masa Perkembangan Anak* ed.11. Penerjemah: Verawaty Pakpahan dan Wahyu Anugraheni. Jakarta: Salemba Humanika.
- Seligman, M. & Csikszentmihalyi, M. (2000). *Positive psychology: An introduction*. *American Psychologist*, 55(1), 5-14.
- Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. Free Press.
- Seligman, M.E.P., Ernst, R.E., Gillham, J., Reivich, K., & Linkins, M. (2009): *Positive education: positive psychology and classroom interventions*, *Oxford Review of Education*, 35:3, 293-311.
- Semrud-Clikeman, M. & Glass, K. (2010). The relation of humor and child development: social, adaptive, and emotional aspects. *Journal of child neurology*. 25. 1248-60. [10.1177/0883073810373144](https://doi.org/10.1177/0883073810373144).
- Stallings, M. C., Dunham, C. C., Gatz, M., Baker, L. A., & Bengtson, V. L. (1997). Relationships among life events and psychological well-being: More evidence for a two-factor theory of well-being. *Journal of Applied Gerontology*, 16(1), 104-119.
- Suldo, S. & Fefer, S. (2015). Parent-child relationships and well-being. *Research, Applications, and Interventions for Children and Adolescents: A Positive Psychology Perspective*, 131-47.
- Tamir, M., Oishi, S., Schwartz, S. H., & Kim, M. Y. (2017). The secret to happiness: feeling good or feeling right? *Journal of Experimental Psychology*, 146(10), 1448-1459. [doi:10.1037/xge0000303](https://doi.org/10.1037/xge0000303).
- Trommsdorf, G. (2006). Parent-child relations over the lifespan. A cross-cultural perspective. *Parenting beliefs, behaviors, and parent-child relations. A cross-cultural perspective*. New York: Psychology Press, pp. 143-183.
- Veenhoven, R. (2010). Greater happiness for a greater number: is that possible and desirable? *Journal of Happiness Studies*, 11:605-629. Springer publications online
- Veenhoven, R. (2000). Freedom and happiness: A comparative study in forty-four nations in the early 1990s. In E. Diener & E. M. Suh (Eds.), *Culture and subjective well-being* (pp. 257–288). The MIT Press.

- Vinichuk, N & Dolgova, M. (2016). The Image of Happiness among Children with Different Levels of Creativity. *Procedia - Social and Behavioral Sciences*. 233. 481-485. 10.1016/j.sbspro.2016.10.198.
- Walshe, N., Lee, E., & Smith, M. J. (2020). Supporting children's well-being with art in nature: artist pedagogue perceptions. *Journal of Education for Sustainable Development*, 14(1), 98–112. <https://doi.org/10.1177/0973408220930708>

