

HAPPINESS ORIENTATIONS AMONG ADOLESCENTS RAISED IN URBAN AND RURAL AREAS

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Abstract. Researcher takes particular interest to discover the respondents' orientation towards happiness based on where the respondent was raised. The study involves 467 senior high school students with ages ranging from 14-17 years old. The data is analyzed using an adapted society psychological approach. The results shows that adolescents raised in rural areas are consider the family to be a factor that contributes to their happiness. Second, achievement is also a factor that leads to happiness. However for the category, to love and be loved, adolescents growing in urban areas place this as a factor that leads to happiness. Similar with spirituality, friends and leisure time are factors that make adolescents raised in urban areas to become happy. Nevertheless, the results of cross tabulation with *Pearson chi square test* scoring demonstrates that no correlations exist between adolescent happiness raised from urban or rural areas.

Keyword: happiness, adolescents, rural areas, urban.

INTRODUCTION

Everyone owns a desire to become happy. In life, there is nothing more searched for than happiness. What is happiness itself? Happiness is a condition or feeling of enjoyment, tranquility, peace, and satisfaction within a person. People are said to be happy when they express such feelings. Happiness is generally considered the end goal of life and all people have a desire to be happy.

A number of researchers for example David T. Lykken have discovered that 50% from a person's happiness is based on genes. This is based on identical twins learning, indicating that happiness is 50% correlated even when raised in different homes. A study by Jersild (Mappiare, 1982) demonstrated that there are a variety of factors that lead to a person's happiness. For adolescents aged 15-18 years, the highest frequency for the factors of happiness include: 1) Going out together for recreation, visit a sanctuary. 2) Achieve self improvement, succeeds in school, gains opportunity to pursue an education, a sense of importance in a person's job position, 3) Develop fine relations with others, make best

friends, have a true friend. 4) In the context of sport, games, cycling and 5) A sense of bringing benefits to others.

The difference of a persons' hometown may lead to the difference of customs and habits, culture, characteristics or attitudes to life because humans are creatures that are dependant towards their surroundings including the surrounding community. The difference of the influence of the social environment is clearly evident when making comparisons between communities in rural and urban areas.

People from urban areas are largely described by experts as an advanced society; meanwhile people in rural areas are characterized as dependant towards nature (Bouman, 1976). Rural societies are homogenous, static and possess strong traditions therefore making them resistant towards imitation of new things and change, work division within the family is still mixed and relations between individuals in the community are still strongly bonded (Kodiran cited in Koentjaraningrat, 1975; Soekanto, 1982). Upon discussing the issue of social

change rural societies, Beratha (1982) argues that social change of rural societies from external factors occurs in a slow pace and is not clearly distinguishable.

Based on survey results from the Tempo magazine on January (2004), it states that Indonesia is one of the happiest countries compared to Japan, China, and Russia. It is no longer a secret that Indonesia is one of the most corrupt countries in the world that had experience an economic crisis and has a low per-capita income. In addition, Indonesia suffers high unemployment rates due to the shortage of job vacancies, high crime rates and frequently subject to natural disaster. In spite of all this, it does not seem to influence the Indonesians level of happiness.

Other studies elaborate that money does not always indicate happiness as stated by the University of Pennsylvania. High income does not necessarily lead to happiness; meanwhile low incomes may lead to happiness. High achievement also does not serve as a prerequisite to happiness, and even being young does not determine happiness. Therefore what makes people happy? According to a survey, closeness to God and with the closest people for example family, and friends are one of the factors that make people happy. Further studies by the University of Illinois (2002) suggests that people who have close acquaintances tend to be happier compared to people that are alone (sepotongroti.comze.com).

From the explanations above, a question arises concerning happiness in Indonesia, particularly for adolescents. What are the factors that become a person's orientation towards happiness that live in urban and rural areas? Is there a difference of happiness between adolescents that live in urban and in rural areas? The researcher aims to seek the answers for the proposed questions by

observing and comparing answers of the respondents concerning what makes the respondents, adolescents in particular, that live in the urban and rural areas happy.

HAPPINESS

Happiness according to the Indonesian Dictionary refers to feelings of joy, tranquility, luck, luck originating from the inner and outer self. Meanwhile within the English language, happiness refers to emotions of affect characterized by a feeling of comfort and content. Several studies concerning happiness demonstrate important findings, for example people that are happy have better social relations, and have larger comfort in running their everyday lives compared to unhappy people (Diener and Seligman, 2002). Happiness is found to be one of the factors of experience, consisting of 3 independent factors, namely: life satisfaction, positive affect and negative affect (Argyle, 2001). Lyubormisky & King (2005) defined happiness as an instant way to state an experience by means of positive emotion. In a number of studies that use various happiness measures, Diener along with his colleagues (1999) discovered that happy people experience moods of positive emotion for most of their time.

Happy people tend to have low levels of fear, enmity, distress anxiety, guilt and anger; higher levels of energy, endurance and activity; higher levels of self esteem and have stable emotional personalities, have stronger social orientations, healthier, satisfied, experience warm love and social relations, have an active lifestyle with meaningful work and are relatively optimistic, worry-free, are oriented to the present and are well directed (Michalos, 2007).

The idea of positive emotion influence presents the marked feature of happiness and

has strong empirical support. Diener et al (1991) discovered that the proportion of time of a person experiencing positive emotion is relatively larger towards negative emotion when predicting self reports of happiness, meanwhile emotional intensity is a weaker predictor. This implies that people feel happy, whether in a light or mild state, their positive emotions influence them for most of their time and they experience lesser negative emotions.

A number of important findings have been established with regards to positive and negative affectivity (Watson, 2002). Positive affectivity correlates with the personality trait *extraversion* and negative affectivity correlates with *neuroticism*. Studies on happiness based on personality indicate that happy and unhappy people have distinct personality profiles (Diener, et al 1999). In the western world, happy people are *extroverts*, optimistic and have high self esteem, and an inner locus of control. Conversely, unhappy people are more likely to have higher levels of *neuroticism*. Extraversion correlates with a value of 0,7 with happiness or positive affectivity while *neuroticism* correlates with a value above 0,9 with negative affectivity.

ADOLESCENCE

Adolescence originate from the latin word *adolescere* meaning "to grow or to become mature". The adolescent years become time of transition from childhood to adulthood. This phase occurs when a person experiences sexual maturity and gains autonomy from parents and the law. The age limit for females is 13–18 years and for males 14–18 years (Hurlock, 2004). In agreement with Hurlock (2004), Santrock (1998) suggested that the adolescent years are the transition phase from childhood to adulthood. It is also explained of the age limits of adolescence around 10-13 years and ends at around 18–22 years.

This is also confirmed by Papalia and Olds (2001), that state that the adolescent phase is a developmental transition beginning from the age 12–13 years and ending at the age of 20 years.

Sarlito Sarwono (2002) explains about adolescence from the perspective of physical development in accordance with the medical sciences and other related sciences. This author views adolescence as the stage of physical development where the human genitals achieve maturation and the genitals function perfectly in a physiological sense. Sarlito Sarwono also explains that adolescents in Indonesian Law, there are no clear limitation since the law only covers children and adults. According to civil law, the limit is 21 or less with conditions that they are already married as a sign of their maturity. On the other hand, according to criminal law, the age limit is 18 or less and already married. If the child is below 18 years old and unmarried, they are still referred to as children and are still within the responsibility of their parents so that in cases of committing a crime for example stealing, their acts are not categorized as criminal acts and rather considered as mere juvenile delinquency.

URBAN AND RURAL SOCIETIES

Society according to the Indonesia Dictionary refers to the number of humans with the general notion that they are bounded by the same culture. Furthermore, according to the Indonesian Dictionary, rural areas are a unified area inhabited by a number of families that possess their own government (lead by a rural head). Rural areas are a unified legal entity, where its location acquires the power to make their own governance. Rural areas emerge from one location of inhabitants or from one group of rural areas which have different social legal structures, and

comprise of unified areas including homes, unified areas referred to as the *padukuhan*, *ampean*, *kampung*, *tjantilan*, as well as land for farming, fishery, and the forests within it (Kartohadikoesoemo, 1953).

Cities according to the Indonesian Dictionary refer to places of inhabitation consisting of home constructions that constitute a unified region of homes from various society layers. The Dutch sociologist, Grunfeld (1978) investigated the nature of present time cities beginning from explaining the *urbanisatie* referring to cities as a process where the development of urban inhabitants are far more rapid compared to the development at the national scale. If the development figures were under the entire nation's people, then what they have is not urbanization but rather urban growth. The city is a place of inhabitation with larger population density compared to the national regions, with non-agricultural occupational structures and the diverse use of land, as well as the construction of buildings that are in proximity with one another. In other words, urbanization runs in parallel with the development where urban inhabitants directly depend on their natural environment. Therefore the city is a part of the modernization process (Daldjoeni, 1992). The city is a location for meetings externally oriented to accommodate intense contact, dynamism and openness (Mumford, cited in Nas, 1979). Moreover according to Prof. Drs. R. Bintarto, the city is a network system of humans' life characterized with high population density, heterogenous economic and social stratification, and a materialistic life style.

The urban society according to the Indonesian Dictionary is a society where its people have an occupation in the trade and industrial sector, or work in the government administration sector. Meanwhile rural

societies refers to the societies where its people have primary occupations in farming sectors, fishery, cattle or the combination of all these, in addition to the cultural and social systems that supports those occupations.

METHOD

This study uses an approach directed to reinforce *indigenous psychology*. Kim and Berry (1993) defined *indigenous psychology* as the science that studies behavior and the thoughts of native people from a particular region. *Indigenous psychology* emphasizes on the discovery of phenomenon in a society in accordance with its context. *Indigenous psychology* constitutes a part of the tradition of scientific approaches to discover a method that is most appropriate to unravel phenomenon in a particular investigation. *Indigenous psychology* uses multi method analysis (Kim et al., 2006).

Based on the framework above, the study uses an open-ended questionnaire developed by Kim (2005) with questions including: what events make you happiest? A number of 467 senior high school students answered the questions. Data collection with open-ended questionnaires have the following advantages (Hayes, 2000) namely: (a) participants have the freedom to answer in accordance with their thoughts and experiences, (b) is more representative in stating the actual thoughts of the participants, and (c) useful for researchers to identify aspects in the research topic that are yet to be explored.

The responses are categorized in accordance with the themes that emerge among responses. To ensure precision and accuracy in establishing the themes, categorization is conducted collectively by Masters and Doctoral students of Faculty of psychology Gadjah Mada University. The results of the categorization are further

analyzed using cross tabulation with the respondents' background.

According to Hayes (2000) the steps used to analyze the emerging themes are as follows: (a) prepare the data to be analyzed, (b) identify specific item information relevant with the topic being studied, (c) sort the data based on emerging themes, (d) examine the themes and formulate a definition, (e) address each theme separately and cautiously review each transcript with the material relevant with the theme, (f) use all material related to each theme to create a construct, of which eventually will result in category names as well as a definition for supporting data

RESULT AND DISCUSSION

Based on the results of the analysis, a number of categories make adolescents in cities, big cities and rural areas happy. The categories are as follows:

1. Family

The family received the largest response with a percentage of 31.7% where adolescents grow in rural areas, place their families as one of the factors that make them happy with a percentage of 36.6% while adolescent in urban areas constitute 30.3%. The category of family consists of the following: *gather with family, make parents happy, have happy and harmonious family, make parents proud, have holiday with family, have new younger brother/sister, help family in times of difficulties and meet father and mother.*

"Gather with family."

"Can make my parents happy."

"When the family is very harmonious."

"See my parents smile happily."

"When going out on a picnic with my family."

and (g) choose the relevant data to make an illustration of describing each theme.

In addition, categorization of themes is conducted in compliance with the codes from Kerlinger (1990), namely:

1. Categories are arranged according to problems and the use of the study
2. Categories are final
3. Categories are independent and mutually exclusive
4. Each category (variable) is derived from a code of classification of all categorization themes that are all in one level of the discourse

2. Achievement

Achievement serves as one of the factors contributing to a person's happiness, where achievement is said to make the respondents proud therefore creating a sense of happiness. Achievement comprises of both academic and non-academic achievements. Making achievement becomes one of the factors that make adolescents happy with a percentage of 34% for adolescents living in rural areas, followed by adolescents living in urban areas with a percentage of 27.2%. Within the category of achievement, a few of its smaller categories include : *fulfill my desires, successful, won a competition, made an achievement, accepted in SMAN 1, fulfilled my ambitions, received a good rank, become a successful person, receive good grades, accepted in SMPN 5, accepted in SMPN 8, entered school, studied abroad, discovered something, and defeated others.*

"Succeeded in achieving my desires."

"Successful in what I have worked for."

"When making an achievement and making my parents proud."

"Entered SMA 1"

"Received good grades"

3. To Love and Be Loved

To love and be loved by the people surrounding them is one of the things that lead to happiness. As felt by adolescents in urban areas, as much as 10.1% feel happy when they are in love and are loved by another person. This also is the case for respondents living in rural areas with the category of to love and be loved (7.9%) also contributing to their happiness. Included within this category is love and meeting a special person.

“Loved by the people and always accompanied in both happy and sad times.”

“When passing the one I love.”

“Loved by a person.”

4. Spirituality

As much as 9.8% adolescents that are raised in urban areas regard *spirituality / religion* as one of the parts of their happiness while 7.9% of adolescents raised in rural areas regards it as one of the factors that leads to their happiness. Spirituality in this sense refers to the vertical relationship between the adolescent and God, and not between human beings.

“Can become a true Muslim.”

“Able to become closer to God.”

“Meet God in my prayers.”

5. Friends

Between adolescents that are raised in urban areas and rural areas they consider that friends are very important and serve as one of the factors that make them happy with a percentage of 8.7% for adolescents raised in urban areas and 7.9% of adolescents in rural areas. The category friends comprise of the following responses: gather with friends, meet friends and have a boy/girlfriend.

“Have lots of friends.”

“Spend lots of time with friends, best friends and family.”

“Meet my boy/girlfriend.”

6. Leisure Time

Only adolescents that are raised in urban areas chose spare time as something that can make them happy with a percentage of 6.4% while adolescents in rural areas did not consider this response to contribute to their happiness (0.0%). *Leisure time* comprises of the following responses: *holidays, play games, joke around with friends, play soccer, play internet, and watch films.*

“Free to play internet and play games.”

“When on holiday and having recreation with friends or families.”

“Play music.”

“Play computer”

“Joke around with friends”

7. Received Money

With regards to the category receive money, adolescents raised in urban areas and rural areas do not indicate a marked difference with only a 0,2% higher percentage for adolescents raised in urban areas. This is possibly because money is very important for all adolescents in this case. As much as 2.2% of adolescents raised in urban areas and 2.0% of adolescents in rural areas consider that receiving money makes them feel happy.

“Wealth”

“Have overwhelming wealth and have people that we love.”

8. Others

Others refer to the categories that are inconsistent with other categories and its numbers are less than 2% so that they are combined to become one in the category of

others. Included within others are missing and also irrelevant answers. The categories include: *can eat, am accepted, live, lucky, free, forgiving, when ill, got a surprise, and birthdays*. The percentages for adolescents that are raised in urban areas are 5.3%, while for adolescents raised in rural areas are 3.0%

Table. 1
Results of cross tabulation analyses between happiness and the place the adolescence grew

Category	Total (%)	Place of Growth (%)	
		Urban	Rural
N= 458			
Family	31.7	30.3	36.6
Gather with family	13.5	12.3	17.8
Make parents happy	5.0	5.6	3.0
Have harmonious family	4.6	4.8	4.0
Be born and born	2.4	2.2	3.0
Make parents proud	1.7	1.4	3.0
Have holiday with family	1.4	1.3	1.0
Have good parents	0.9	0.8	1.0
Have younger brother/sister	0.7	0.0	3.0
Meet father/mother	0.4	0.6	0.0
Help the family	0.4	0.3	1.0
Make family happy	0.2	0.0	1.0
Achievement	28.8	27.2	34.7
Fulfilled my desires	5.2	4.8	6.9
Success	4.4	3.9	5.9
Winner	2.8	2.8	3.0
Made achievements	2.2	2.2	2.0
Accepted in SMA 1	2.0	2.0	2.0
Fulfilled my ambitions	1.3	0.8	3.0
Received good grades	1.3	1.1	2.0
Graduated	0.9	0.8	1.0
Become a successful person	0.7	0.6	1.0
Received a good rank	0.7	0.8	0.0
Accepted in SMP 5	0.4	0.0	2.0
Entered school	0.4	0.6	0.0
Accepted in SMP 8	0.2	0.3	0.0
Defeated others	0.2	0.0	1.0
Study abroad	0.2	0.0	1.0
To Love and be Loved	9.6	10.1	7.9
Love	3.3	4.2	0.0
Meet a special person	0.9	0.8	1.0
Spirituality	9.4	9.8	7.9
Friends	8.5	8.7	7.9
Gather with friends	5.0	5.3	4.3
Have a friend	1.7	2.0	1.0
Have a boy/girlfriend	1.5	1.4	2.0

Category	Total (%)	Place of Growth (%)	
		Urban	Rural
N= 458			
Spare time	5.0	6.4	0.0
Holidays	2.4	3.1	0.0
Play games	0.4	0.6	0.0
Play music	0.4	0.6	0.0
Joke around with friends	0.4	0.6	0.0
Play soccer	0.4	0.6	0.0
Play internet	0.2	0.3	0.0
Watch films	0.2	0.3	0.0
Play	0.2	0.3	0.0
Receive money	2.2	2.2	2.0
Others	4.8	5.3	3.0
Got food	0.4	0.3	1.0
Am accepted now	1.5	2.0	0.0
Lucky	0.3	0.2	0.0
Free	0.4	0.6	0.0
Forgive someone	0.2	0.3	0.0
When ill	0.2	0.0	1.0
Got a surprise	0.4	0.0	2.0
Birthday	2.0	1.4	0.0
Lived	0.4	0.6	0.0
Total	100	77.9	22.1
Pearson (χ^2)		>0.05 (df =7)	

Factors leading to adolescent happiness

In order to test the hypothesis by cross-tabulation is conducted by crossing the data from categorization with quantitative data of the respondents of where the respondents were raised. From the results of cross tabulation a $df = 7$ with a significance of $0.152 (\chi^2 > 0.05)$ was obtained. This indicates that there is no significant relationship between happiness with the place the adolescents were raised. Therefore the hypothesis stating that there are no differences of adolescent happiness that are raised in cities and rural areas are true.

Based on the results of the analysis and categorization a number of factors are discovered that all contribute to the happiness of adolescents. Adolescent happiness in this sense is felt by the individual. However the results of the analysis indicate that similar

reasons account for an adolescent's happiness. Factors of happiness are stated as follows:

1. Family

Adolescent happiness related to the family includes gathering with the family, make parents happy, have a happy and harmonious family, make parents proud, have good parents, have a holiday with family, have a new younger brother/sister, help family at difficult times, and meeting father/mother. The results of the analysis are identical to other studies (Holahan & Cronkite, 2008) that indicate the family as being an important factor in reaching happiness. The presence of family support as a form of the fulfillment of basic needs to be accepted own for those not owning anything and financial security or have vast amount of wealth. In line with Levit,

et al (1993), he suggested that the family is composed of people that live in the closest environment with the individual with a large possibility to give mutual family support as a system that warrants functions that allow the family members to act as primary support source for the individual. When a person encounters a difficult situation, therefore the family is able to provide a form of support that eases the burden.

Forms of family support expressed by the respondents include *being together with the family, gather with family, have a holiday with the family, and have a whole and healthy family*.

As an example is the custom of “*mudik*,” which only apparent in Indonesia. Lots of Indonesians wait for this moment. It is usually performed in major religious events or in long school weekends. Although having to travel distantly, wait in traffic jams and having to deal with the density and crowdedness in trains or busses, they all enjoy this particular event. This is because this constitutes one of the most enjoying moments when gathering with the family.

2. Achievement

Achievement becomes one of the factors that make adolescents feel happy because adolescents are able to achieve what they desire and the happiness grows within them as a result. Some parts of this achievement includes : *being successful, won a competition, made an achievement, accepted in SMAN 1, achieved my dreams, achieved my ambitions, received good grades, accepted in SMPN 5, accepted in SMPN 8, studied abroad, discovered something, help other people, graduated with good grades*. Similar to studies from Okun, et al (cited in Argyle, 2001), it stated that in the U.S. achievement is the highest ranking factor that

influences a person’s happiness and which will lead to higher earnings, and higher status in a particular job. As explained by Hayward, et al, that achievement positively associates with happiness, and this also applies for workers with high academic achievement in the workplace and makes workers feel safe, comfortable, and secured in their workplace (Michalos, 2007)

3. To Love and Be Loved

To love and be loved by the people surrounding us can also lead to our happiness. When respondents are able to be close to loved ones and are loved, the respondents feel a sense of satisfaction. Parts of this category include: *love and meet with the special one*. From Khalek’s study concerning measurement of happiness using the *The Love of Life Scale* (LLS), it resulted in 3 factors of happiness namely: positive attitudes towards life, happiness as a consequence of love life, and meaningful life. This scale is already significant and positively correlates with the *Oxford Happiness Inventory*, of which contains aspects of: happiness, optimism, self esteem, life satisfaction, and *extraversion*. It may be concluded that love is one of the factors that leads to happiness.

4. Spirituality/ Religion

Spirituality / religion as one of the factors that leads to the respondents’ happiness. Spirituality in this sense refers to the vertical relationship between the adolescent with God, not between humans. As explained by Veenhoven (cited in Argyle, 2001) that religion has large impacts towards happiness particularly in the U.S. Pollner (cited in Argyle, 2001) also suggest that the constant availability of social support will create closeness with God and will then form a representation of God as a friend which will

lead to a person's happiness. Paloutzing & Ellison (cited in Argyle, 2001) introduced the measures for both those variables, namely happiness and religion of which its results are that respondents feel satisfied or happy when they have close relations with God and also influences the happiness in their life.

It is explained by Argyle, (2001) that the existence of happiness constitutes one of the aspects of *subjective well-being* of which is most influenced by religion. Relations between God with praying and spiritual experience may be experienced by a number of people, which is similar to relations where individuals provide the same benefits to another.

5. Friends

Between adolescents that are raised in urban areas and rural areas, they regard friendship to be important as a factor that makes them happy. The category of friends include: *meeting a friend, gather with friends and have a boy/girlfriend*. Argyle & Furnhman (1982) discovered that activities conducted by a person with their friends are more than just playing games together, dancing together, drinking together but also activities that are not so meaningful. These activities may lead to happiness for the person and their friends. Argyle & Lu (1990) also addressed the activities that make people happy for example having a group and gather with the group, joke around together, and etc (Argyle, 2001)

Friendship is said to be an important source of happiness (Myers, 2000; Argyle, 2001). This study confirms this argument in three ways: focusing on overall quality, features of friendship (for example, supportiveness), and total number of friends. Diener and Seligman (2002) and Lyubomirsky, Tkach and DiMatteo (2006) demonstrated that

closeness and satisfaction towards a friends is related with happiness. Ahdem (2007) stated in his/her journal that although having just a few quality friendships and sometimes encountering conflict, however this might change of the level of closeness between friends.

6. Leisure time

Leisure time includes: holidays, play music, joke around with friends, play soccer, play internet, and watch films. Veroff (cited in Argyle, 2001) suggested that leisure time makes people working in the office feel happy with a percentage of 32% for males and 36% for females.

Ruut Veenhoven, et al, in their study concerning leisure time discovered figures that are substantial; concerning the relationship between happiness and satisfaction of leisure time with a significance of 0,40 where this figure demonstrates a relationship between *happiness* and satisfaction gained from leisure time. Longitudinal studies by Mary Glancy, et al (1986) for 24 years towards 1521 senior high school students discovered that most respondents that participated in activities for leisure, indicated higher satisfaction.

A number of other studies suggest that satisfaction with leisure time is an important factor or is the best predictor in a person's happiness (Allen&Beattie, 1984; Crandal, et al, 1980). There are a number of examples of leisure time activities demonstrated in other studies including playing music, dancing, joking around, and etc.

7. Receiving money

Money is indeed important for all people so therefore to receive money will make that person happy. Diener & Oishi (cited in Argyle, 2001) explained that money gives a positive effect to the happiness of an individual or in

a general sense. Similar to the explanations of Diener & Biswas (Diener, 2002) between earnings and happiness that indicate a highly significant correlation.

From the results of the cross-tabulation a $df = 7$ with a significance of $0.152 (x^2 > 0.05)$ was obtained. This implies that no significant relationship between happiness and the place where the adolescents were raised was evident. Alternatively, the hypothesis, stating no difference of adolescent happiness between adolescents raised in the urban or rural area is true. This is confirmed by statements by Khavari, (2006) that the living patterns of a community of whether a person lives in the cities, outskirts of the cities or rural areas does not relate with happiness. The change from unhappiness by moving from urban areas to rural areas does not guarantee happiness. Three things according to Khavari influence subjective well-being including health, social activity and religious faith.

CONCLUSION

Based on the results of the analysis by taking an *indigenous* psychology method, a number of factors make adolescents, either raised from urban or rural areas, happy. These factors are as follows:

1. Family
2. Achievement
3. To love and be loved
4. Spirituality
5. Friendship
6. Leisure time

7. Receive money
8. Others

For adolescents raised from rural areas, they tend to feel happy because of togetherness with the family and because of their achievement. This is because the percentages of both those aspects are very high for adolescents raised in rural areas compared to those raised in urban areas. Meanwhile, for adolescents raised in urban areas, they feel happy because of the presence of a friend close to them, and lots of leisure time so they are able to perform their hobbies.

According to the statistical findings, the study demonstrates no difference for the orientation of happiness between adolescents raised in urban and rural areas. Those adolescents have the same factors of happiness, and only differ in the percentages. For example, adolescents in rural areas regard the family and achievement as a factor that leads to happiness. While adolescents in urban areas regard to love and be loved, *spirituality*, friendship and leisure time to make them happy. This is confirmed by statements by Khavari, (2006) that the living patterns of a community of whether a person lives in the city, outskirts of the city or rural areas does not relate with happiness. The change from unhappiness by moving from urban areas to rural areas does not guarantee happiness. Three things according to Khavari influence subjective well-being including health, social activity and religious faith.

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