

Family Attachment, Self-esteem, Religiosity, Assertiveness, and Sense of Community as Predictors of Adolescent Happiness

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The level of adolescent happiness can be a predictor for the success of the individual's next developmental stages. This study aimed to find out the influence of family attachment, self-esteem, religiosity, assertiveness, and sense of community toward adolescent happiness. Hypothesis of the study was: there is an influence of family attachment, self-esteem, religiosity, assertiveness, and sense of community to adolescent happiness. Participants of the study were 791 students of junior high school in four districts of Yogyakarta Province in Indonesia (age = 12-15 years; male = 376, female = 415). Data were collected by distributing Adolescent Happiness Questionnaire, Family Attachment Questionnaire, Self-Esteem Questionnaire, Assertiveness Questionnaire, Religiosity Questionnaire and Sense of Community Questionnaire. Hypothesis was tested using regression analysis. Result showed that family attachment, self-esteem, religiosity, and assertiveness together play significant roles to adolescent happiness ($F = 234.23, p < .001, R^2 = 54.1\%$).

Keywords: adolescent happiness, family attachment, self-esteem, religiosity, assertiveness, sense of community

Tingkat kebahagiaan remaja dapat menjadi prediktor kesuksesan dan kebahagiaan kehidupan individu pada tahap perkembangan selanjutnya. Penelitian ini bertujuan untuk mengetahui pengaruh kelekatan keluarga, harga diri, religiusitas, asertivitas dan rasa kemasyarakatan terhadap kebahagiaan remaja. Hipotesis penelitian :Ada pengaruh kelekatan keluarga, harga diri, religiusitas, asertivitas dan rasa kemasyarakatan terhadap kebahagiaan remaja. Subjek penelitian adalah 791 siswa Sekolah Menengah Pertama di Daerah Istimewa Yogyakarta, Indonesia, usia 12-15 tahun, terdiri dari laki-laki: 376, perempuan: 415. Pengumpulan data menggunakan Skala Kebahagiaan Remaja, Skala Kelekatan Keluarga, Skala Harga Diri, Skala Religiusitas, Skala Asertivitas, dan Skala Rasa Kemasyarakatan. Uji hipotesis menggunakan teknik Analisis Regresi Ganda. Hasil analisis menunjukkan bahwa kelekatan keluarga, harga diri, religiusitas, dan asertivitas secara bersama-sama memberikan pengaruh secara signifikan terhadap kebahagiaan remaja ($F = 234.23, p < .001, R^2 = 54.1\%$)

Kata kunci: kebahagiaan remaja, kelekatan keluarga, harga diri, religiusitas, asertivitas, rasa kemasyarakatan

Every human being wants a happy life. Happiness represents one of the indicators of the quality of life, in addition to health and longevity (Diener & Chan, 2011). Happy people tend to be healthier than those who aren't. Previous studies showed that happy people are more confident, have better social relationships, better performance, creative in problem

solving, have altruistic attitude, and make more money. Happiness is not the result of success; it is a precursor to success (Achor, 2010). Happy individuals tend to have greater capacity to improve their productivity and performance.

Happiness is very important in adolescence. The level of happiness in adolescence serves as a predictor for the success of further development of an individual (Day & Wen, 2007). In that basis, this study of adolescent happiness becomes significant.

Furthermore, greater pressure arising from recent environmental conditions has made the issue of adolescent happiness even more crucial to study.

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Metzler et al. (2007) noted that in Oregon, United States, environmental pressures on adolescents were so great that many of them experienced depression, committed suicide, and involved in drug abuse.

Conditions that reflect adolescent unhappiness in Indonesia can also be seen from the increasing cases of depression, suicide, and drug abuse. National Narcotics Agency (BNN = Badan Narkotika Nasional) noted that 33.3 percent of the total drug abusers are teenagers ("BNN Gandeng," 2008). As for the cases of suicide, it is estimated that 12 percent of the deaths in children and adolescent group are suicide deaths ("Mengapa Remaja Bunuh Diri," 2004). Cases of violence, suicide, and drug abuse are often used as indicators of the lower level of adolescents' happiness. Suardiman (1995) stated that suicides, fights, free sex and drug abuse among adolescents suggested that they had periods of unhappiness. Happiness will be achieved by adolescents if they can keep themselves from deviant behaviors. According to Argyle (2001), happiness can keep the stress away, and he further stated that positive life events reduce hopelessness and depression. Academic study of adolescents' happiness is a necessity in order to understand various factors influencing adolescents' happiness.

Scientific studies on happiness have been in development for quite some time, especially in response to the psychology studies that put more emphasis on negative condition. According to Myers and Diener (1995), the psychological articles that examine the negative conditions are far exceeding those that examine the positive ones, by a ratio of 17:1. Similarly, Hoyer and Roodin (2003) stated that more than 136,000 psychological studies found to be related to negative aspects of human behavior, including those examining depression, mental disturbance, antisocial behaviors, and delinquencies. On the contrary, there are only 9,500 topics or studies on the positive aspects of human behavior in psychology. This indicates that the attention of psychology to the positive aspects of human life remains lacking.

For the last twenty years, psychology has begun to view human life from a positive perspective. Positive psychology conducts researches on such matters as optimism, resilience, courage, hope, joy, admiration, strength, happiness, and humor (Seligman, 2005). Positive psychology aimed to appreciate, to develop, and to empower human strengths (Diener & Diener, 2003). Major theories of psychology have been shifting their emphasis on current scientific knowledge on human strengths and resilience, including the study of happiness. Veenhoven (1994) has studied the

meaning of happiness. The results indicated that there are several words synonymous with happiness, which are optimism, life satisfaction, well-being, quality of life, happiness, and success to achieve life goals. They all represent happiness in individuals. According to Lu and Lin (1998) and Lee, Park, Uhlemann, & Patsula (1999) subjective happiness and well-being had a very similar meaning. However, according to Diener (cited in Eid & Larsen, 2008), the term subjective well-being has a wider meaning than that of happiness. Happiness is a consequence of subjective well-being. Happiness is an emotion that comes as a result of evaluation of the overall quality of life (Diener, 2000).

According to Seligman (2002) happiness is a positive emotion and activity. Happiness is a result of comparing positive and negative affect, and overall life satisfaction (Lu, Gilmour, & Kao, 2001). In this study, the term happiness is used interchangeably with that of subjective well-being. Subjective well-being is considered as an individual evaluation of the overall quality of life, while happiness is defined as the emotions that arise from an evaluation of the overall quality of life.

Happiness is influenced by internal and external conditions. Internal conditions such as genetics, gender and personality, affect adolescent happiness (Lykken, 2000; Argyle, 2001; Garcia, 2011). On the other hand, happiness is also influenced by externalities such as social relationship (Selim, 2008), affection (Lu & Gilmour, 2004), achievement (Argyle, 2001; Lu & Gilmour), and environment (Lykken).

Recently, psychology pays attention to the efforts to achieve a happy life. Studies concerning the factors that affect happiness, both in terms of cultural and developmental perspective, have been carried out. According to Diener, Suh, Lucas, & Smith (1999), there are two postulates of subjective well-being. The first is the hedonism, which states that in order for people to be happy, their needs must be met. Factors that influence happiness are external and situational. The second is eudaimonism, which states that there are certain factors in human being that make individuals happy. The factors that influence happiness are internal, such as values and personalities.

In the beginning, many people expected that subjective well-being will increase with the accumulated (material) incomes. Such expectation prompted many countries to strive to increase their ownership of the material. However, the fact from the researches proved otherwise (Boven & Gilovich, 2003). Americans today who earn dollars twice as much as those earned in 1957 and who stated that they

are very happy dropped from 35% to 29%. On the other hand, Myers (2003) found that it was depression and suicide among adolescents that increase 10 times and 2 times, respectively. This indicated that subjective well-being is not determined solely by wealth or material possessions.

According to Lykken (2000), the level of happiness is influenced by the course of developments. There is an influence of development in the way an individual evaluate his/her life, based on a variety of activities and moods. Furthermore, Argyle (2001) noted that the things that make people happy varied with time. For example, social relationships have a significant effect on the happiness of childhood and adolescence, the significance of leisure time enjoyment with activities such as sports decreases with age, and religiosity increases with age.

According to Ryff (cited in Compton, 2005), there are differences in dimensions of psychological well-being in the course of developments. Whereas psychological well-being in young people is based more on personal growth rather than environmental mastery, adults tend to emphasize the autonomy and environmental mastery. Ryff also argues that young people associate well-being with fun activities, that adults associate well-being with positive relationships with family and friends, and that elderly people associate well-being with positive experiences in their job in the past and opportunity for educational experience.

Csikszentmihalyi's study (1999) of the upper middle class and upper class adolescents found that those who are poorer among them showed higher subjective well-being. In line with this study, Afiatin (2009) found that adolescents who come from wealthy families tend to live a consumptive lifestyle and identify welfare with material luxuries, and their happiness comes from external factors—happiness that came from something given by others. On the other hand, adolescents from financially limited families yet rich in emotional ties and togetherness, and active in social and religious activities feel more well-being and happiness. The latter is related more to the feeling of security and peaceful rather than material wealth. Interaction of adolescents' personality quality and cohesiveness and family strengths are factors that strongly influence their happiness.

Happiness is also influenced by culture (Argyle, 2001; Lu & Gilmour, 2004; Jaafar, Muhamad, Hanapiah, Afiatin, & Sugandi, 2008a). Culture can mean differently to individualistic and collective cultures. Swami, Stieger, Voracek, Dressier, Eisma,

and Fumham (2009) found that respondents from collective cultural background (represented by Malaysian and Filipino) score lower in subjective happiness compared to those from individualistic cultural background (represented by Briton and Austrian). This can be so because of the different interpretation of subjective happiness in both the cultural traditions. In individualistic cultures, happiness is interpreted in terms of personal achievement as an individual, while collective culture tend to under-appreciate personal happiness, and put more emphasis on a larger scale of happiness, such as those of community.

Jaafar, Mohammed, Hanapiah, Afiatin, and Sugandhi (2008b) conducted a study on happiness by using the perspective of Islam, in Malaysia and Indonesia as the largest Muslim countries. The results showed that the happiness to Indonesian and Malaysian are determined by harmonious family relations, intrapersonal and interpersonal relationships, ownership of property, and well-being. The unexpected finding for the researchers is that religion is less significant in affecting happiness.

Study on happiness in Indonesia has been conducted by Anggoro and Widhiarso (2010). The study was performed to 604 respondents of Senior High School, Undergraduate, and Master educational backgrounds. It was conducted with the following procedures: exploration of psychology's constructs of happiness based on an approach to indigenous psychology, construction of happiness scale, and identification of psychometric property. The results showed that there are four major aspects as the constituents of happiness, namely: family ties, accomplishments or personal achievements, social relationships, and spiritual needs. Happiness is defined as the process of fulfilling a sense of family ties, accomplishments or personal achievement, good social relations, as well as the fulfillment of spiritual needs of individuals based on positive affects.

Researches on adolescents' happiness in Indonesia have been performed by Setyasari and Afiatin (2009) and Deka, Sewoko, Nuryoto, and Afiatin (2010). The results of Setyasari and Afiatin (2009) research suggest the following as positive roles in adolescent's happiness: attachment to parents, quality of friendships, and academic achievement. Out of the three variables (parental attachment, friendship quality, and academic achievement) it turned out that the variable of parental attachment is the one with the greatest role to play in adolescent happiness.

Research conducted by Deka, Sewoko, Nuryoto, and Afiatin (2010) on the happiness in adolescent development using a qualitative approach obtained the following results: definition of happiness according to adolescents is a state of fun, having good relationships with friends, getting good test scores, and obtaining support from parents. Factors that affect happiness come from oneself, family environment and friendship. The adolescents' efforts to achieve happiness are by being grateful, smiling in face, praying, and hanging out with their family.

Empirical research in the perspective of positive psychology found several important factors contributing to subjective well-being. They are put into three categories: positive emotions, positive disposition properties, and positive institutions (Seligman, 2003). Some important factors that greatly affect happiness are positive personal and interpersonal factors. However, both factors are only focused on the emotional aspects and disposition, not to the category of positive institutions. To expand the study on the positive role of institutions in happiness, it is necessary to study the sense of community influence on subjective well-being or happiness.

Based on the above description and inconsistent results, it can be stated that research on adolescents' happiness showed varying results that are distinguishable by culture and time. However, in general it can be seen that the factors influencing adolescents' happiness are the interaction of internal factors (from their inside) and external factors (from their outside).

Previous studies have found inconsistent results about the relationship between self-esteem and happiness in some countries. Especially in collectivist countries like China, which strongly emphasizes family and social cohesion, self-esteem is a predictor that plays a very insignificant role in the well-being (Diener & Suh, 2000). Adolescents with higher level of happiness indicate less emotional and behavioral problems. To acquire their happiness, it is important to understand the notion of adolescent happiness in relation to the context of culture and time, as well as the influencing factors. According to Garcia (2011), in an effort to increase the happiness of adolescents, it is critical to identify the characteristics that improve adaptation to life events and emotional health. Happiness can be achieved through full engagement and optimal performance in confronting life's challenges. Adolescent's happiness is the process of fulfillment of joyful state, either in terms of relationships with friends, academic achievement, or family support.

Research on happiness and well-being of adolescents is very important, given that the period of transition and changes in life will greatly influence their development and well-being. During adolescence, the problem of everyday life, such as how to resolve social conflicts, can be a stressful life experience.

Several theoretical studies to explain the happiness are known as hedonic and the eudaimonic views (Haybron as cited in Eid & Larsen, 2008). The former refers to the postulate stating that in order for people to live happily, needs must be met. The determinants of happiness are external and situational, and are known as the bottom-up. The latter refers to the postulate that there are certain factors in human beings that make individuals happy. The determinants of happiness are internal, such as the values of life and the personality.

According to bottom-up theory, happiness is determined by whether or not a person is able to meet the universally fundamental needs. This approach seeks to identify the factors that may affect happiness, especially situational factors, external events, and demographics (Diener, et al, 1999). Several studies have been conducted using this approach, such as those linking happiness with socioeconomic status (Diener & Diener, 1995; Dost, 2006); cultures (Diener & Suh, 2000), health (Contrada et al, 2004), academic achievement (Crocker, Quinn, Karpinski, & Chase, 2003), social support (Laudet, Morgen, & White (2006), and physical appearance (Diener, et al, 1999). According to Gracia (2011) the results of research on demographic variables contribute to happiness is very insignificant.

According to top-down theory, happiness is determined more by human perspective on the events and the environment. Structure in humans, such as the value of life, temperament, and personality, influence the way people react to those events. A study by Huebner (Garcia, 2011) showed that children with high self-esteem, extraversion characteristic, and with high internal control center, experienced high level of life satisfaction. Other studies have demonstrated the role that internal factors play in happiness, which are tough personality (Maddi & Khoshaba, 1994); religiosity (Dost, 2006), and optimism (Shifren & Hooker, 1995).

Based on the results of theoretical study and of the previous studies, it can be stated that the adolescents' happiness is influenced by interaction of internal factors derived from their inside and external factors originating from their outside. Sheldon and Lyubomirsky (2004) explains that happiness is influenced by three major factors: the first is set point,

Table 1
Scales Used In This Research

No	Scale name	N	number of item	item-total correlation coefficient range	reliability coefficient
1.	Adolescent happiness scale	266	28	.312 - .626	.898
2.	Self esteem scale	266	18	.326 - .704	.819
3.	Family attachment scale	266	21	.346 - .691	.901
4.	Assertiveness scale	266	11	.260 - .461	.707
5.	Sense of society scale	266	31	.356 - .684	.911
6.	Religiosity scale	266	27	.344 - .684	.895
	Total		136		

Table 2
Description of Research Subjects

School Type	Sex		Total
	Male	Female	
Public Junior High School	169	237	406
Private Junior High School	207	178	385
Total	376	415	791

that is everything genetically determined, the second is life circumstances, which represents the facts and settings of life related to one's life, either demographics such as age, marital status, employment status, and income, or the contextual nature such as residence and area of residence, and the third is intentional activity, that is activities that are intentional in the form of work performed by a person.

The results of Jaafar, et al (2008a) suggested that important sources of happiness to Indonesian and Malaysian are family and social welfare. The study also found that the variables of age and gender were not associated with happiness.

According to Garcia (2011), adolescent happiness is the fulfillment of life satisfaction, and they experience more positive affect than the negative. Adolescents' happiness is influenced by personal and interpersonal factors. Adolescent happiness in Indonesia is affected by the fulfillment of family ties, performance achievement, good relationships with friends and the environment, and the spiritual fulfillment (Anggoro & Widhiarso, 2010; Deka, Sewoko, Nuryoto, & Afiatin, 2010).

Based on the presented description, it can be stated that adolescents' happiness is a process of realizing pleasant conditions, the existence of family ties, relationships with friends and good environment, personal accomplishment, and spiritual fulfillment. Factors that influence adolescent happiness are the interaction of personal factors (self-esteem and religiosity) and interpersonal factors (assertiveness, parental attachment, and sense of community). These

factors will subsequently be studied to determine their combined effect on adolescent happiness.

Based on the proposed theoretical basis, the hypothesis of the study is that there are existing relationships between self-esteem, religiosity, assertiveness, parental attachment, combined with sense of community will yield adolescents' happiness.

Method

The research used the survey method. Variables studied are adolescent happiness, parent attachment, self-esteem, assertiveness, religiosity and sense of society. The measurement tools were: 1) Adolescent happiness scale, 2) Family attachment scale, 3) Self esteem scale, 4) Assertiveness scale, 5) Sense of society scale, and 6) Religiosity scale.

Table 1 indicated that items in adolescence happiness scale, self esteem scale, family attachment scale, society scale and religious scale have high discriminating power, demonstrated with correlation coefficient more than .3. The scales have high reliability with alpha Cronbach of $> .8$. Items of assertiveness have moderate discriminating power, indicated with coefficient correlation of .25. Assertiveness scale has high reliability with reliability coefficient (alpha Cronbach) of .7. Data collection was done from May, 28, 2012 to June, 10, 2012.

Research Subject

The research was conducted on early adolescence group (12-15 years old), students in a Junior High School. The research was done in Yogyakarta, Sleman, Bantul, and Kulon Progo. Total subjects were 791 students consisting of 376 male students (47.5%) and 415 female students (52.5%). Subjects from state school were 401 (41.3%) and 385 (48.7%) came from private school.

Table 3
Description of Result Data

Variable	Hypothetic score				Empiric Score			
	Min	Max	Mean	SD	Min	Max	Mean	SD
Adolescent happiness	28	112	70	14	60	112	90.81	8.31
Self esteem	18	72	45	9	25	69	52.20	7.06
family attachment	21	84	52.5	10.5	22	84	64.82	8.22
Assertiveness	11	44	27.5	6.5	14	44	29.77	4.52
Sense of society	31	124	62	11.5	31	124	99.98	12.73
Religiosity	27	116	71.5	15.17	66	115	97.07	8.92

Table 4
Data Categorization of Research Variable

Variable	Category percentage		
	Low	Moderate	High
Happiness	0	17.4	82.6
Self esteem	2.5	52.3	45.1
Family attachment	1	34.4	64.6
Assertiveness	1.9	77.9	21.2
Sense of society	.3	2.5	97.2
Religiosity	0	100	0

Result of Data Analysis

Data was analyzed with regression technique using Statistical Product and Service Solution (SPSS) for Windows release 16.0. Result of data analysis is presented in Table 3.

Table 3 shows hypothetic and empiric score distribution of each variable. Empiric score of each variable is above average hypothetic score. It indicated that distribution of subject score is high.

Table 4 provides information on subject category based on normal distribution norm in each variable. As to distribution of subject on happiness variable, 82.6% subject is in high category and 17.4% subjects in moderate category. In self-esteem variable, 45.1% subject is in high category, 62.3% in moderate category and 2.5% in low category. In family attachment variable, 64.6% subject is in high category, 34.4% in moderate category and 1% in low category. In assertiveness variable, 21.2% subject is in high category, 77.9% in moderate category, and 1.9% in low category. In society variable, 97.2% subject is in high category, 2.5% in moderate category and 0.3% in low category. In religiosity variable, 100% subject is in moderate category. Based on distribution of subject score, most subjects in happiness, family binding and society is in high category. In self-esteem and assertiveness, most subjects are in moderate category.

Linearity Test. Linearity test was performed to determine whether the variables of self-esteem, family attachment, assertiveness, sense of community, and religiosity are linearly correlated to the adolescent

happiness. If the value of linearity significance is of $p < .05$, the research data are considered linear. The results of linearity test are as follows:

1. The variable of self-esteem indicated that the data are linear ($F = 663.25$ and $p = .001$)
2. The variable of family attachment indicated that the data are linear ($F = 663.25$ and $p = .001$)
3. The variable of assertiveness indicated that the data are linear ($F = 28.72$ and $p = .001$)
4. The variable of sense of community indicated that the data are ($F = 203.36$ and $p = .001$)
5. The variable of religiosity indicated that the data are linear ($F = 193.39$ and $p = .001$).

Multi-Collinearity Test. Multi-collinearity in the regression model of this study can be determined by (1) the tolerance value and the counterpart (2) variance inflation factor (VIF). Both measurements indicate which independent variable described by other independent variables. The cut-off value commonly used to indicate the multi-collinearity is tolerance value of $< .10$ or equals to that of $VIF > 10$. The results of the multi-collinearity analysis are as follows:

1. The variable of self-esteem indicated no multi-collinearity (tolerance = $.59$ and $VIF = 1.69$).
2. The variable of family attachment indicated no multi-collinearity (tolerance = $.55$ and $VIF = 1.81$).
3. The variable of assertiveness indicated no multi-collinearity (tolerance = $.96$ and $VIF = 1.04$).
4. The variable of sense of community indicated no multi-collinearity (tolerance = $.65$ and $VIF = 1.53$).
5. The variable of religiosity indicated no multi-collinearity (tolerance = $.76$ and $VIF = 1.32$).

Based on the analyses of linearity and multi-collinearity test, it can be concluded that the research data were eligible to be tested using regression analysis.

Hypothesis Testing. The hypothesis of the current study is that there are simultaneous relationships between self-esteem, parental attachment, assertiveness, sense of community, and adolescent happiness. To test the hypothesis, regression analysis technique was used. This technique was used to measure the strength of

association between the two or more variables as well as the direction of the variables studied; self-esteem, parental attachment, assertiveness, sense of community, simultaneously, and their influence on adolescent happiness. The results can determine whether the proposed hypothesis is accepted or rejected.

The regression analysis showed that $F = 234.23$ and $p < .01$. Regression line equation is as follows: Happiness = $23.67 + .57 \text{ SE} + .21 \text{ Rel} + .18 \text{ Fam. Attachment} + .18 \text{ Assertiveness}$.

The result proved that the hypothesis is accepted. The regression model can be used to predict the adolescent happiness or one can suggest that self-esteem, parental attachment, assertiveness, and religiosity, simultaneously influenced the adolescent happiness. The sense of community had no role to play in adolescent happiness.

Effective contribution of self-esteem, parental attachment, assertiveness, and religiosity to the variable of adolescent happiness amounted to 54.2%. This indicated that the variables of self-esteem, family attachment, assertiveness, and religiosity, simultaneously, represent 54.2% of adolescent happiness variant, and the rest (45.8%) is influenced by other variable (s). The effective contributions of each variable are as follows: a. Family Attachment = $.181 \times .187 \times 100\% = 10.14\%$; b. Self-Esteem = $.488 \times .67 \times 100\% = 32.69\%$; c. Religiosity = $.219 \times .44 \times 100\% = 9.67\%$; d. Assertiveness = $.099 \times .187 \times 100\% = 1.85\%$.

Discussion

The results indicate that self-esteem, family attachment, assertiveness, and religiosity simultaneously affect adolescent happiness, while society variable did not have significant effect. Result of the research agrees with previous research by Roberts and Bengston (1993), which indicated that association with parent and self-esteem give positive effect on adolescent psychological well-being.

Based on subject categorization, most subjects indicated high family attachment (64.6%). Family attachment that refers to safe attachment is characterized by assurance received by a child, knowing that his/her parents are responsive, always present, open for communication and that the family is a reliable source of help and comfort when required. The findings indicate that in east culture (collectivistic), including Indonesia, happiness is closely related to interpersonal relationship achievement, particularly family relationship. It is in accordance to research done by Jaafar et al. (2008), which respondents were from Indonesia and Malaysia.

They indicated that the main source of happiness is family. The result of research by Chamrathirong, Pattaravanich, Prasartkul (2013) indicated that family factor is a more important factor of adolescent happiness variety than non-family factor. The research also found that individual who has sufficient time with family member have the highest level of relationship and love, as well as the highest level of happiness.

Hurlock (2004) states that adolescence is identical to unhappiness. Adolescents tend to not be happy and experience stress due to environmental pressures that demand them to adapt well. Adolescence period is also identical to environmental change period. Adolescents look for new environment outside their family in social life (Hurlock, 2004). This research finds that high adolescent level indicated with adolescent of 90.81 above hypothetic average of 70. Family attachment toward secure attachment is high. Adolescents who tend to have open communication with family, have an assurance that their parents are responsive and always present, knowing that their family is a source of help and comfort. Secure family attachment is marked with positive affective association between a parent and a child, giving positive effects on self-esteem and skills to deal with problem in adolescents (Roberts & Bengston, 1993; Cheng & Furnham, 2003; Flouri, 2004).

Association between parent attachment and happiness has been proven in some previous research. Primasari (2010) indicated that family has the greatest contribution for adolescent happiness (31.6%). Family is the main source of happiness. Piko and Hamvai (2010) also demonstrated that parents play the most important role in adolescent's life satisfaction. In their research on family attachment, Yang, Wang, Li, & Teng (2008) stated that an adolescent who has a secure attachment with their parents indicates higher level of happiness than adolescent that has an insecure attachment. Other research done by Setyasari and Afiatin (2009) discovered positive correlation between secure attachment and adolescent happiness. The more secure attachment adolescent has on the parent, the higher adolescent happiness level is.

The result of the study indicated that effective contribution of family attachment on adolescent happiness is 10.14%. The result agrees with what was said by experts and previous researches on association between family attachment and adolescent happiness. Argyle (2001) included family as one of factors influencing happiness. More specific, Hurlock (2004) included family condition as one of factors affecting adolescent happiness. In contrary, Erich, Kanenberg,

Case, Allen, & Bogdanos (2008) included adolescent life satisfaction as a factor influencing family attachment.

Previous researches indicated that parental affection affect children self-esteem. Adolescents who have affectionate, accepting and supportive parents tend to be adolescents with high self-esteem, low anxiety and depression, fewer behavior problems, higher happiness level, and higher academic achievement (Barnes & Farrell, 1992). Then, Roberts and Bengston (1993) indicated that closeness of parent-child relationship have positive influence on child's self-esteem as well as psychological welfare.

This study indicates effective contribution of self-esteem on adolescent happiness is 32.69%. The finding agrees with top down theory explaining that happiness is influenced by internal factors such as self-esteem, optimistic, and neurotic. The result of this research supports previous researches by Furnham & Cheng (2000). They indicated that self-esteem is the most dominant variable and relates strongly to happiness. It also support Furnham and Cheng (2000) who found that self-esteem is directly related to happiness; self-esteem is also a mediator variable between parenting style and happiness. Then, the research agrees with research done by Abdel-Khalek (2011), which indicated that there is a positive association between self-esteem, religiosity with the happiness level of Kuwait Moslem adolescents.

The result indicated effective contribution of religiosity on adolescent happiness is 9.6%. It agrees with Seligman's (2005) opinion that religion can give hope over the future and create meaning in human life. When adolescents have strong religious base, they will feel that their lives have meaning and purpose. The life's meaning relates to satisfaction, self-esteem, happiness, optimism and indication for optimal psychological function for adolescents. The result of the research is in accordance to previous research done by Myers and Diener (1995), which indicated that assurance on religion is the most valued aspect in one's life existence and more religious people live happier than non-religious people. Result of research done by Poloma and Pendleton (cited in Myers & Diener, 1995) also indicated that religious individuals have higher satisfaction level and happiness.

The result indicated that effect of sense of society on adolescent happiness is not significant. It is different from research by Davidson and Cotter (1991) that indicated significant association between sense of society and subjective welfare, particularly a strong association between sense of society and happiness. The result of the research is also different from

research by Theodori (2001) and Prince and Gerber (2005), which indicated that the higher commitment and community attachment, the higher welfare an individual would feel. The difference may be explained with the following possibilities.

First, the subjects of this research were early adolescence group, whilst previous researches were done on adult individuals group. Research with adult subjects indicated that financial condition, personal objective, important event in life and personality give important effects on subjective welfare. Meanwhile, in adolescence, particularly in early adolescence, relationship with parent is the main source of security (Kobak & Sceery, as cited in Colin, 1996). Result of research done by Rask, Kurki, and Laippala (2002) indicated that adolescent welfare is often connected with a change in family structure, social problem, and criminal behaviors. Their result proved that personal balance, secure family relationship and family type are important predictor on adolescent happiness.

Second, in early adolescence, implementation of sense of society in membership, influence, integration and emotional association is directed to friend of the same age. Research by Afiatin (1998) on adolescent's sense of society indicated that perception on sense of society is the sense of togetherness with other adolescents. Although they may share problem and solution with friends at the same age, they still have difficulty to clarify emotional closeness with their society.

Third, in this digital era, community context in adolescence is not limited on locality definition (neighborhood), but also relational. The relationship of adolescents with peers and adults is not limited by place and time. Meanwhile, in this research, the questions related to sense of society asked more association with their neighborhood. For example, "I feel that people in the area where I live, do not care much to each other." Relationship of adolescents with friends through Internet indicated community in relational meaning than locality meaning. Through Internet, adolescent can explore relationship not limited by geography. Result of Valkenburg, Peter, and Schoten (2006) research over 881 adolescences of 10-19 year old who had online profiles in Dutch indicated that the use of friendship network stimulated the number of friendship and the frequency of adolescents receiving feedback in their profile. Result of the research also indicated that positive feedback in their profile could increase social self-esteem and welfare, while negative feedback could decrease their self-esteem and welfare.

Based on the result and discussion, conclusion may be drawn that there is a significant positive effect between self-esteem, family attachment, assertiveness and religiosity with adolescent happiness. The result indicated that the higher self-esteem, family attachment, assertiveness and religiosity, the higher adolescent happiness would be.

Effective simultaneous contribution of self-esteem, parent attachment, assertiveness and religiosity on adolescent happiness is 54.1%. Individual contribution of self-esteem, religiosity, family attachment and assertiveness variables are 32.69%, 9.6%, 10.14% and 1.85%, respectively. Self-esteem has the greatest contribution. It indicates that people having high self-esteem are characterized with individuals who feel accepted, cared and loved by others. They can affect and control others, support achievement of self-acceptance, and have good relationship with them. According to Coopersmith (cited in Lyubomirsky, et.al, 2006), self-esteem is a feeling of self-capability or a feeling of self-acceptance, goodness, and self-esteem. Self-esteem is shaped in early developmental period, relatively constant along with time and difficult to change. On the other hand, assertiveness is a capability to state a thought and feeling directly, honestly and strictly without violating other people's right. Manifestation of assertiveness is influenced by external factor such as to whom they are talking to, and how the capability is taken place.

Based on distribution of subject score in this research (Table 4), in self-esteem, subject in high category is 45.1% and in moderate category 52.3%. In assertiveness, subject in high category is only 21.2% and moderate category 77.9%. It indicated that not all subjects who have a high score in self-esteem also have a high score in assertiveness.

Assertiveness is an interpersonal capability influenced by internal and external factors. Rathus & Nevid (1983) stated that there are six factors influencing assertiveness, namely, sex, self-esteem, culture, education level, personality type, and environment. This research used subject of Indonesian adolescents who tend to have collectivist culture. According to Adrianson, Ancok, Ramdhani, & Archer (2013), having a collectivist culture, people in Indonesia emphasize relationship with other people. This relationship is based more on emotion rather than rational. Meanwhile, according to Korem, Horenczyk, & Tatar (2012) assertiveness in general relates to the characteristic of the individualist society. They put more emphasize on individual needs than the collectivist society. The result of the research done by

Eskin (2003) indicated that adolescents living in Sweden, a country with individualist and high autonomy culture, are more assertive than adolescents living with collectivist culture such as Turkey.

Based on the description, it may be concluded that although the subjects has high self-esteem but due to effect of the collectivist culture, there will be many obstacles to realize assertiveness. It is in accordance to the data obtained in this research, some of subjects having high score in self-esteem have moderate score in assertiveness. In collectivist culture, happiness is influenced by quality of relationship with others more than capability to discover personal needs (Diener & Diener, 1995). Rego & Cunha (2009) indicated that in collectivist society, a collectivist oriented individual who put more emphasize on harmonic relationship than personal needs is happier than an individualist oriented individual. Therefore, it may be concluded that contribution of assertiveness that have more emphasis on individualist orientation is very minimal in influencing happiness level in a society with collectivist culture.

There is 45.9% factor that affects happiness that is not explained in this research. Other variables expected to influence adolescent happiness are achievement, wealth, personality, culture, family structure, and participation level in extracurricular activity. It refers to some literature and previous researches (Jaafar, Muhamad, Hanapiah, Afiatin, & Sugandi, 2008; Swami et al, 2009; Deka et al, 2010; Gray, Chamrathirong, Pattaravanich, & Prasartkul, 2013).

Based on the results and conclusion, the author suggestions are as follows: 1) For adolescents. Efforts and activities that enhance self-esteem are necessary to improve their happiness. They need to accustom themselves to think positively and to be involved in positive activities for the purpose of fostering a sense of being capable, meaningful, successful, and useful. 2) For the parents of adolescents. The current study has proven that parental attachment plays important role in early adolescence happiness. Adolescents might not express their happiness when they stay with their families as they used to do when they were younger. However, the fact remains that families are important factors in adolescent happiness. Therefore, parents are supposed to foster familial attachment as early as possible by establishing open communication, being responsive and by being with them, and by making family a resource for help and security for adolescents. Through secure parental attachment, self-esteem, religiosity, and assertiveness, an adolescent

will improve and consequently influence their happiness.

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