

Gratitude learning as an effort to increase self-acceptance for high school students in Ambon City

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Abstract

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In the second year of research (2021), researchers using regular gratitude journal writing have increased the mean pre-test and post-test scores with a total mean post test score of 36.00 which is greater than the mean pre-test score, namely 31.83 of the total score. 42. Then a gratitude learning module was created which could have an impact on other variables, namely the variable of self-acceptance. The researcher took the same population and subjects as in the previous research using a saturated sample technique which took the entire population of students in class XI and to see the linear relationship of the two variables. The results of the hypothesis test show a significant influence between learning to be grateful and students' self-acceptance if seen in class_gratitude 1 (low group), gratitude learning did not significantly influence performance ($p < 0.05$) with Sig. = 0.084. Meanwhile, in class_Gratitude 2 (high group), learning to be grateful has a significant effect on performance ($p < 0.05$) with a Sig. = 0.018. From the results it can be seen that there is actually an influence between Appreciative Learning and Student Self-Acceptance.

Keywords: *grateful, Learning to be grateful, self-acceptance, students, gratitude journal*

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INTRODUCTION

Adolescence is the most critical period in the stages of human development where physical health is closely related to a person's mental health, so that unhealthy behaviors can threaten adolescent development. According to Garcia-Poole (2018) there are three types of teenagers, namely healthy teenagers who study more, rarely go out at night, do not consume alcohol, apart from that there is a type of teenager who uses gadgets excessively to play virtual games or access social media, and the last type is the type of teenager who is unhealthy, the characteristics shown are often leaving the house even late at night, consuming alcohol, and rarely exercising, they also generally come from families who lack attention.

The impact of COVID-19 which has hit the world since 2020 has also had a strong influence on the development of teenagers today. It has been reported that there has been a significant increase in anxiety among teenagers since the onset of COVID-19 (Diaz et al 2021). Disconnection from the real world also results in

increased dependence on gadgets, resulting in low ability to manage time and stress which results in high anxiety, difficulty sleeping, and poor emotional and psychological conditions (Ramos et al 2021).

The various conditions currently faced by teenagers today certainly raise concerns about the future of the Indonesian nation in the future. Gaete et al (2021) stated that correct behavioral patterns must be taught to teenagers so that healthy behavior can be formed which will certainly improve the health and welfare of teenagers in the future. One of the behavioral patterns that teenagers need today is gratitude.

Through gratitude, teenagers will appreciate their existence and possessions, so that they can increase positive emotions in themselves and direct them to a prosperous psychological state (Hong & Kim, 2021), Gratitude motivates people to behave prosocially after receiving benefits. According to Buragohain & Mandal (2015), someone who has a high score in measuring the disposition of gratitude is reported to have a high tendency to behave prosocially. Bartlet & DeSteno (2006) found that individuals who are grateful for the good things done by the help giver will not only carry out tasks asked by the help giver in the future, but also other tasks without being asked by the help giver. They also tend to help strangers.

The school environment is also believed to be a place where the development of gratitude can be strengthened. Gratitude intervention can be carried out through manifesting gratitude in the curriculum using certain techniques. In an English class, for example, the teacher can ask several questions or facilitate discussions related to a character's experiences or gratuitous expressions in a particular text. Techniques like this can be applied in history classes as well, when discussing certain events that became history and shaped society. Students in art classes can be asked to collect certain things that inspire positive feelings or emotions and store them specifically which can be used specifically to increase their positive emotions, when challenges arise (Frederickson, 2009).

In line with this, several empirical studies conducted show that there is a significant relationship between gratitude and life satisfaction (Salvador-Ferrer, 2017). Research on high school students with special needs shows that those who have high gratitude scores show higher life satisfaction. The impact of higher life satisfaction can be seen in the achievements shown in academic and non-academic aspects (Rizkiana et al, 2019).

The 6-item format gratitude questionnaire (GQ-6) is a gratitude scale created by McCullough, Emmons, & Tsang (2002). The scores found on the GQ-6 correlate substantially with other measures that measure everyday human experiences. McCullough et al (2002) correlated self-reports with respondents who were instructed to indicate three words related to gratitude (grateful, gratitude and appreciation) described in their lives.

Davis et al (2016) conducted Positive Psychological Intervention as a way to increase the impact of gratitude on happiness and depression. Buragohain & Mandal (2015) conducted a 10-day gratitude training program for high school students in India. Students are given written and verbal activities related to learning gratitude. After participating in gratitude training, students' gratitude scores increased by 4.93 points. Apart from that, in research conducted by Demirbag and

Duran (2020) on teachers teaching gratitude training programs in Turkey. Based on the results of the research conducted, it was found that training participants increased their understanding of the importance of gratitude and its relationship with increasing awareness of their own value.

Therefore, learning to be grateful to students is an encouragement to students in forming their self-acceptance, Putri A. where with a positive self-concept, a person can accept and understand facts that are very different from themselves, in this case students who are at the high school level in the city of Ambon. The positive values possessed by students can provide skills in their future lives that they will use when they grow up. In this research, self-acceptance is defined as a positive attitude, where a person is able and willing to accept one's own condition, both strengths and weaknesses, including accepting all life experiences, life history, life background, and social environment. The self-acceptance scale used uses aspects of self-acceptance in Putri R.N (2021), namely having a sense of responsibility, trust, having an opinion, being aware of limitations, and accepting human nature.

Hurlock (in, Putri R. K, 2018), said that a person who can accept himself has a realistic assessment of his own potential accompanied by a positive assessment of his self-worth. In social relationships, it is a little difficult to adapt to new environments and build positive relationships with peers, teachers and the community they encounter. Usually they also show symptoms of low self-acceptance. Often seen as aloof, shy, insecure, lacking the courage to express opinions and seem less able to interact in class, so it is necessary to learn gratitude in order to increase the acceptance of high school students in the city of Ambon in the context of this research. Based on the background above, we are interested in researching it: "Gratitude learning as an effort to increase self-acceptance of high school students in Ambon City".

METHOD

For your information, this is a follow-up research from the development of a gratitude journal which the researchers created in the form of an experiment and formed a learning module which has been justified by experts and then we carried out tests with other variables, in this case the author used the variable self-acceptance to see the impact. from learning to be grateful for these variables. Thus, the type of research used is inferential quantitative research where the author wants to test the influence of the gratitude learning variable on the self-acceptance of students who are the research subjects. The data analysis used is regression analysis to see the effect of learning gratitude on students' self-acceptance, where the regression analysis itself according to Sugiono (2017),isto make a decision whether the increase or decrease in the dependent variable can be done by increasing the independent variable or not.

By using simple linear regression data analysis to see the influence or impact of learning gratitude on increasing students' self-acceptance. The population of this study were students at SMA N 2 Ambon in class X and class XI with a total of 82 research subjects. The location of this research is SMA Negeri 2 Ambon City. Regarding sampling, Arikunto (2006) explains that if there are less than 100 subjects, it is better to take all of them so that the research is population research.

The sample in this research was 82 students in classes X and XI, with a sampling technique namely saturated samples. Data collection techniques were carried out through research surveys using questionnaire techniques (Munzir, & Irfandi, 2020). A questionnaire or questionnaire is a number of questions that will be given to respondents to be answered as a data collection technique (Arikunto, 2006). The research results were analyzed using inferential statistical techniques using regression analysis, which requires analysis requirements tests (normality test and linearity test) and hypothesis testing, namely simple liner regression.

RESULTS AND DISCUSSION

By using research instruments, we obtained data on Gratitude Learning (X), with the dependent variable Self-acceptance (Y) for students in classes X and XII of SMA Negeri 2 Ambon which has been tested for validity and reliability first. Validity test results of learning variables. Thankful that all items are valid because $N = 82$ in the R table is 0.2146 where all items are sig. (2-tailed) > 0.2146 so all items are valid while the variable Self-acceptance from the validity test results found 7 items Sig. (2-tailed) > 0.2146 and 4 items < 0.2146 , which means that the number of valid items on the self-acceptance variable is 7 valid items. Then the results of the reliability test for the variable Gratitude have a Cronbach's Alpha value of 0.678 and the self-acceptance variable has a Cronbach's Alpha value of 0.637, where it is said that if the Cronbach's Alpha value is > 0.6 then the data is said to be reliable because the values of variable X and Variable Y are > 0.6 so that the questionnaire used can be concluded to be reliable. .

Then, from the results of the prerequisite test, the researcher used the normality test which is a prerequisite for testing the hypothesis. The results of the normality test showed that there were several subjects who had outlier data as many as 8 subjects, so if they were removed, the data would become normal. Know the outliers themselves according to Kamber, M (2012), outliers or outliers are data objects that deviate significantly from other objects in a group of data. Another meaning can be seen from Outlier (Outlier) which comes from the word pencil which means isolated (separate) from others. This can also be an input for further research to look qualitatively at extreme outlier data that impact the normality of the data. Normality test result data can be seen in the table below:

Table 1. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Beryukur	.100	74	.063	.976	74	.179
Self Acceptance	.081	74	.200*	.985	74	.558

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the data in the table above it can be seen that the value in the Shapiro-Wilk Sig Normality table. 0.179 (variable grateful) and Sig. 0.558 (self-acceptance variable) > 0.05 where the data is said to be normal or normally distributed, noting that there are 8 outlier subjects that need to be explored more deeply with qualitative data.

Continuing with other prerequisite tests, namely the Linearity test, the deviation of linearity sig value was found. $0.009 < 0.05$ means that there is no linear relationship between the gratitude learning variable and the self-acceptance variable. The linearity test results can be seen in the table below:

Table 2. ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Self Acceptance * Grateful	Between Groups	(Combined)	468.030	15	31.202	2.930	.002
		Linearity	105.981	1	105.981	9.953	.003
		Deviation from Linearity	362.049	14	25.861	2.429	.009
	Within Groups	617.606	58	10.648			
Total			1085.635	73			

Factors that can influence the data to be abnormal could be that there are not many items or there are outliers found in the data above. Therefore, the author tries to find patterns of relationships between variables using the SPSS test by looking at 3 parameters that can be used as linear, quadratic and S references. This can be seen in the table below:

Table 3. Model Summary and Parameter Estimates

Dependent Variable: Self-Acceptance

Equation	Model Summary					Parameter Estimates		
	R Square	F	df1	df2	Sig.	Constant	b1	b2
Linear	.098	7.789	1	72	.007	34.665	.315	
Quadratic	.098	3.865	2	71	.026	39.641	-.005	.005
S	.096	7.648	1	72	.007	4.010	-6.714	

The independent variable is Beryukur.

The Model Summary and Parameter Estimates table shows which model is appropriate for analyzing research data carried out by researchers. These three models are the most general, although there is still the possibility of other models that could be parameters. From the R-square value in the table, it can be seen that the most appropriate models are the Quadratic model and the Linear model because they have the highest R square among all the patterns in this case. only the S pattern has a value below. If we use the Quadratic and Linear models we will get an effective contribution of 98%, the value is the same, whereas if we use the S model it will only be 96%. If you look at the curvefit below:

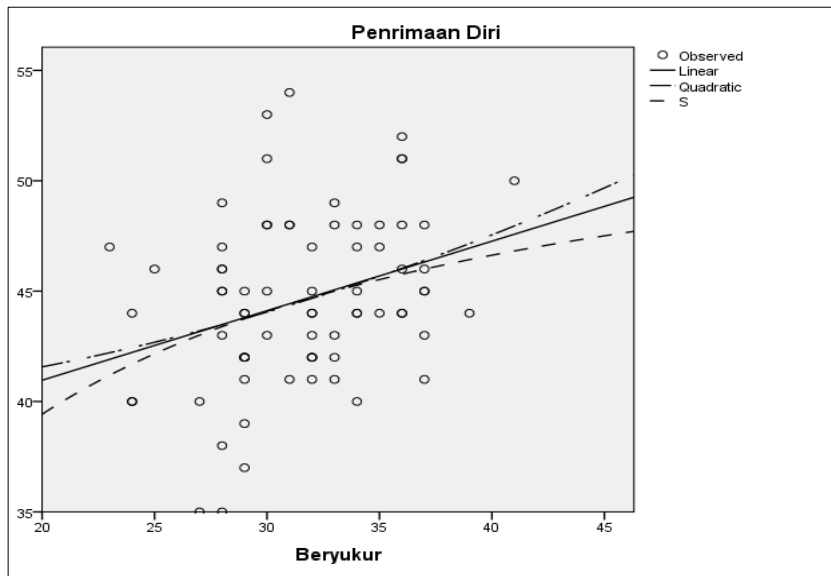


Figure 1. Curvafit for Self-acceptance

This explains that the linear and Quadric models have the same high effective contribution which describes the pattern of relationship between the variable learning to be grateful and the variable Self-acceptance, meaning that when learning to be grateful is low: the higher the learning of gratitude, the higher the self-acceptance of students. However, if the level of gratitude is high: this means that the higher the gratitude, the lower the student's self-acceptance. Theoretically, this makes sense because if gratitude is too low, students will not be motivated to increase their self-acceptance. This can be seen from the results of previous research conducted by Duran (2020) on teachers in gratitude training programs in Turkey. Based on the results of the research conducted, it was found that training participants increased their understanding of the importance of gratitude and its relationship with increasing awareness of their own value.

If you look at the relationship pattern above, it appears that there is actually a relationship between Gratitude Learning and Students' Self-Acceptance. However, the relationship pattern that occurs is not linear, but forms an effectively equivalent quadratic and linear pattern.

Therefore, researchers tried to use regression analysis techniques by dividing the data into two groups and analyzing them separately. The two groups referred to in this research are the group that has a low level of gratitude (below the mean) and the group that has a high level of gratitude (above the mean). Group formation data can be seen in the descriptive statistical table below:

Table 4. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Beryukur	74	23	41	31.57	3.825
Valid N (listwise)	74				

After the prerequisite test was successfully implemented, the author continued with the hypothesis testing stage by comparing two groups that had low and high levels of gratitude learning to see partially the influence on the self-acceptance variable.

Table 5. ANOVA^a

Ex_Grateful	Model	Sum of Squares	df	Mean Square	F	Sig.
1.00	1 Regression	60.590	1	60.590	3.177	.084 ^b
	Residual	648.383	34	19.070		
	Total	708.972	35			
2.00	1 Regression	50.848	1	50.848	6.154	.018 ^b
	Residual	297.468	36	8.263		
	Total	348.316	37			

a. Dependent Variable: Self-Acceptance

b. Predictors: (Constant), Beryukur

The output above is differentiated based on the Gratitude group (kel_bersyukur). In class_gratitude 1 (low group), gratitude learning did not significantly influence performance ($p < 0.05$) with Sig. = 0.084. Meanwhile, in class_Gratitude 2 (high group), learning to be grateful has a significant effect on performance ($p < 0.05$) with a Sig. = 0.018. From these results it appears that there is actually an influence between Gratitude Learning and Students' Self-Acceptance. In learning to be grateful at a low level: the lower the gratitude, the lower the self-acceptance. However, at a high level of Gratitude Learning: the higher the gratitude learning, the higher the self-acceptance of students at SMA Negeri 2 Ambon.

In previous research conducted by researchers regarding making gratitude journals to increase students' gratitude, there was quite a significant increase, therefore the researchers tried to develop a gratitude learning module which then measured the impact or influence on other variables, in this case the students' self-acceptance, as explained in the research. others complied Buragohain & Mandal (2015) conducted a 10-day gratitude training program for high school students in India. Students are given written and verbal activities related to learning gratitude. After participating in gratitude training, students' gratitude scores increased by 4.93 points. Apart from that, in research conducted by Demirbag and Duran (2020) on teachers teaching gratitude training programs in Turkey. Based on the results of the research conducted, it was found that training participants increased their understanding of the importance of gratitude and its relationship with increasing awareness of their own value. Likewise, the results of the regression test measurements carried out in this study are in line with the results of previous research, but if divided partially, the group that has low gratitude will also have a low level of self-confidence, while the group that has high gratitude will also have a high level of self-confidence. and that happens to students who take part and fill out the questionnaire. Therefore, the hypothesis determined by the researcher is accepted with the caveat that only subjects who have a high level of gratitude, while

those with a low level of gratitude, the researcher suggests, can be supported by making a gratitude journal so that it can increase the students' sense of gratitude and will then encourage increased students' self-acceptance which will help them in adjustment to the school and community environment.

CONCLUSION

From the results of research that was tested empirically and was a continuation of previous research on gratitude, it was found that students who had a high sense of gratitude as a result of the gratitude learning process experienced an influence on the students' self-acceptance as seen from the results of data processing. in class_gratitude 1 (low group), gratitude learning did not significantly influence performance ($p < 0.05$) with Sig. = 0.084. Meanwhile, in class_Gratitude 2 (high group), learning to be grateful has a significant effect on performance ($p < 0.05$) with a Sig. = 0.018. From these results it appears that there is actually an influence between Gratitude Learning and Students' Self-Acceptance. In learning to be grateful at a low level: the lower the gratitude, the lower the self-acceptance. However, at a high level of Gratitude Learning: the higher the gratitude learning, the higher the self-acceptance of students at SMA Negeri 2 Ambon.

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