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**Gratitude Profile Among High School Students During Covid-19 Pandemic**

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**Article Info**

**Article History:**

Received: July 30, 2021

Revised: August 29, 2021

Published: August 2021

e-ISSN: 2623-2324

p-ISSN: 2654-2528

DOI: 10.5281/zenodo.5664841

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**Abstract:**

The aimed of this study is to determine gratitude index on secondary school students who study in Ambon during pandemic COVID-19. Gratitude in this article described as an emotion, moral factor and virtue in person (Emmons & McCullough, 2003). This research was administered among 185 students from eleven Secondary School in Ambon, used adaptation of 6 item The Gratitude Questionnaire-Six-Item Form (GQ-6). The result showed that students in secondary school scored low in Gratitude scale. Furthermore, the scale showed that the students have higher score on affective traits, meanwhile scored low on emphatic skills.

**Keywords:** Gratitude, Secondary School, Students, COVID-19

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**INTRODUCTION**

The study of gratitude has grown rapidly since the early 2000s. Previously, gratitude was often not interpreted as a part of emotion, which consistently showed differences from other types of emotions such as happiness, anger, sadness, disgust or other types of emotions. The study of gratitude as emotions began to gain a place in scientific publications through the special study of gratitude and its relationship with subjective well-being (SWB), which is the result of the study of Emmons et al (2003).

Gratitude is not only described as a positive emotion but also a person's habits, attitudes, personalities, motives and way of life. Gratitude itself is described as one of the most positive emotion in human moral standards (Buragohain & Mandal, 2015). The study after also explained that students who have high gratitude values are happier (Beni & Latipun, 2019). In addition, in research on the practice of being grateful continuously can increase student appreciation in learning which in turn improves students' ability to learn (Hasemeyer, 2013). Based on this, the purpose of this paper is to find out about the profile of gratitude that high school students have during the COVID-19 pandemic. This finding in this paper are expected to be able to provide important information about the gratitude possessed by high school

students in Ambon City during the COVID-19 pandemic, which is the starting point for further research on the concept of gratitude and its effect on improving student abilities in the future.

## **REVIEW LITERATURE**

### **Gratitude**

In Indonesian Dictionary (KBBI, 2020) gratitude is defined as thanking, saying gratitude. But in the original word in English, gratitude has a broad concept that includes not only the act of gratitude, but also gratitude as an emotion, a factor in moral action, and also a good value in a person (Emmons & McCullough, 2003). The concept of gratitude defined as the feeling of gratitude and/or happiness one has when someone gets a gift (Gottlieb & Froh, 2019). The meaning of the value of the gift and the intention of the gift giver is also a discussion of gratitude (Burogohain & Mandal, 2015). In addition, gratitude also described as an attitude and emotional state in life that needed to improve personal abilities and welfare between individuals. A person who practices gratitude in his life tends to have more positive life experiences and avoid depression (Rahayu & Setiawati, 2018).

In general terms, gratitude is described as occurring episodic and disposition. Emmons & McCullough (2003) in their book the Psychology of gratitude explains the differences in gratitude that occur episodically and in disposition. One one occasion when you are busy with work at the office, your friend offer a help for you to finnish your work, so you can spend the weekend celebrating your grandmother's 90<sup>th</sup> birthday. You filled with gratitude. The feeling of gratitude referred in here as an emotional episode and recorded as an emerging emotion, which last for a moment and allows other types of emotions to occur, such as anxiety because of fear of not catching a 05:30 PM train, or anger because a passenger is sitting irregularly, or feeling uncomfortable because of the situation. Meanwhile, the gratitude in the disposition framework is the opposite of the episodic gratitude. Gratitude disposition does not occur in certain moments during the day or week, but is part of the character traits possessed by the individual. If you can be grateful even when the temperature gets very hot or something bad is happening in our life, it means that being grateful has become part of an individual's character or trait and shows the gratitude appears as a disposition.

As a state of gratitude means subjective feelings in the form of admiration, gratitude and respect for eeverything that is received. Meanwhile, as as trait, gratitude is defines as a person's tendency to feel gratitude in his life, although the tendency to feel gratitude does not always appear, someone who has this tendency will be more gratitude in certain situations (Prabowo, 2017).

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

### **Gratitude as emotion**

Gratitude forms positive emotional reactions in the form of gratitude that is owned and experienced which is formed over time and circumstances (Beni & Latipun, 2019). Individual who are more grateful tend to think positively in various aspects of life. They also experience a more stable state and have positive expectations in dealing with situations in the future. Gratitude forms reactions that are different from other emotions such as anxiety, anger and jealousy. Gratitude can shape individuals to be better and have a better perspective on life so that they can build better relationships with those around them and build harmony with those around them.

### **Gratitude as moral factor**

Gratitude motivates people to behave prosocial after receiving benefits. According to Buragohain & Mandal (2015) someone who has a high value in measuring gratitude disposition is reported to have a high tendency to behave in a prosocial manner. They found that those who received thanks for their accomplishments at work would be harder on others in the future, when the opportunity came. And at the same time, people who do not get thanks for the effort put into the work tend not to continue in the business at a later date. Bartlett & DeSteno (2006) found that individuals who are grateful for the kindness done by the aid provider will not only carry out the tasks requested by the aid provider at a later date, but other tasks without being asked by the aid provider. They also tend to help foreigners.

### **Gratitude in Adolescence**

Layous & Lyubomirsky (2014) explain that the ability to truly feel and express gratitude really depends on readiness based on individual development. The study explains that children must understand several types of emotions before they can really understand about gratitude. Likewise, adults who are able to understand the emotions and thoughts of others tend to be easier to understand morals and sympathize with and help others. Gratitude is important in the health development of adolescents. Experiences and expressions of gratitude will result in positive emotional appreciation, social support and overall subjective well-being. Gottlieb and Froh (2019) in their study found that when adolescents think about the meaning of gratitude, appreciation for others (parents and friends) and the support and assistance they receive from others, they tend to be more appreciative in general and specifically. Toward others, compared to their friends who were not taught the meaning of gratitude.

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 the embodiment of gratitude in the curriculum by using certain techniques. In the English class, for example, the teacher can ask some questions or facilitate discussions related to character experienced or graphic expressions in certain texts. 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 stored specifically that can be used specifically to increase their positive emotions, when challenges get in their way (Frederickson, 2009).

## **METHOD**

### **Population and Sample**

The research was conducted on students who attended high school in Ambon City during August-October 2020. The questionnaire was given online via google form for high school students that live and study in Ambon. The number of samples in this study amounted to 185 students from 11 high school in Ambon City.

### **Data Retrieval Method**

The questionnaire used in this study was a questionnaire adapted from the Gratitude Questionnaire-Six-Item Form (GQ-6) developed by McCullough (McCullough, 2001). This questionnaire is a self-assessment questionnaire containing six statements to assess individual differences in tendency to experience gratitude in everyday life.

In carrying out the adaptation process, researchers began by translating the original text into the target language following the adaptation stages of measuring instruments according to Suryabrata (2000).

## Data Analysis Method

The data analysis method used in this research is descriptive quantitative. In quantitative research, data analysis techniques are activities after data from all respondents of other data sources have been collected (Sugiyono, 2018). Activities in data analysis are grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied, performing calculations to answer problem formulations, and performing calculations to test the hypotheses that have been proposed. In analysing the data, the researcher used the Microsoft Excel program to calculate the mean and standard deviation of the sample data calculations.

## RESULT AND DISCUSSION

Based on the results of data analysis, it was found that the mean of gratitude for high school students in Ambon was 32.19 with a standard deviation of 1.8. In the distribution of the criteria McCullough, Emmons and Tsang (2001) divided respondents into 5 criteria, namely very less grateful if the score is below 35, less grateful if the score is between 38-40, grateful if you have a score of 41, and get a very grateful score if it has a score of 42. If it included in the criteria for interpretation of the GQ-6 results, the value of gratitude for high school students in Ambon city is categorized in the low group. However, if this collective data compared with the same result in several countries in the world (table 5.2), it can be explained that the average grateful score for high school students in Ambon City during the COVID-19 pandemic has higher scores than students in Taiwan and relatively equal to female students in Portugal, but far below high school students in the United States and Australia.

Table 5.2 Conclusion of mean and Standard Deviation of GQ-6 scores from result of other countries

Research by	N	Sample	M	SD
<b>Andersson, Giacalone, &amp; Jurkiewicz (2007)</b>	603	<i>Bussiness School Graduate Students</i>	38.50	3.67
<b>Chen, Chen, Kee, &amp; Tsai (2008)</b>	608	<i>Taiwanesse College Students</i>	28.55	5.25
<b>Chen &amp; Kee (2008)- Study 1</b>	169	<i>Taiwanesse Senior Highschool Athletes</i>	28.68	4.50
<b>Chen &amp; Kee (2008)- Study 2</b>	265	<i>Taiwanesse Senior Highschool Athletes</i>	27.54	4.56
<b>Giacalone, Paul, &amp; Jurkiewicz (2005)</b>	133	<i>Adult Volunteers</i>	37.99	4.41
<b>Kashdan &amp; Breen (2007)</b>	144	<i>US College Students</i>	36.68	5.13
<b>Kashdan, Mishra, Breen, &amp; Froh, (2009)- Study 2a</b>	214	<i>US College Students (female)</i>	36.22	4.58
		<i>US College Students (male)</i>	34.13	7.11
<b>Kashdan, et al. (2009)- Study 2b</b>	76	<i>Older Adults (female)</i>	36.98	4.75
		<i>Older Adults (male)</i>	35.76	4.05
<b>Kashdan, et al. (2009)- Study 3</b>	190	<i>US College Students (female)</i>	36.80	5.39
		<i>US College Students (male)</i>	34.83	5.52
<b>Neto (2007) (used 5-point scale)</b>	152	<i>Portuguese college students (Female)</i>	32.34	5.46
		<i>Portuguese college students (Male)</i>	30.75	4.96
<b>Strelan (2007)</b>	275	<i>Australian college students</i>	34.35	5.03
<b>Wood, Maltby, Gillett, Linley, &amp; Joseph (2008)- Study 1</b>	156	<i>British college students (Time 1)</i>	28.97	8.26
		<i>British college students (Time 2)</i>	29.57	8.71

Another thing that can be seen from this research is that if it is sorted based on the average score per item, it is found that the affective traits of gratitude that high school students in Ambon City have are quite high, namely 6.42. This shows that high school students in Ambon City often show positive emotions, satisfaction with life, vitality, optimism and hope. However, it has a low score on the ability to empathize and perceive yourself in other people's circumstances, which is 3.43. This means that they are quick to judge others, easily jealous of those who are more successful, and are less grateful for their situation. The low level of gratitude for high school students in Ambon City is related to the COVID-19 pandemic condition which implements strict rules for learning from home and the low possibility of socializing directly with friends, thus limiting these teenagers to actualize themselves. In addition, the uncertain condition during the COVID-19 pandemic resulted in many adults having reduced income or even having to be expelled from work, this of course has an impact on adolescents who are financially dependent on their parents.

## CONCLUSION

The results showed that the high school students' gratitude value during the COVID-19 pandemic was still low. However, if viewed per item in the GQ-6 questionnaire based on the average score per item, it is found that the affective traits of gratitude that high school students in Ambon City have are quite high, namely 6.42. This shows that high school students in Ambon City often show positive emotions, satisfaction with life, vitality, optimism and hope. However, it has a low score on the ability to empathize and perceive oneself in other people's circumstances, which is 3.42. This means that they are quick to judge others, easily jealous of those who are more successful, and are less grateful for their situation.

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