

# The Effectiveness of Gratitude Training to Improve the Subjective Well-Being of Broken Home Adolescents in The Child Care Community (KOPA) Medan

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## Info Article

### Article History:

Submission 01/06/2022

Revision 06/06/2022

Accepted 09/06/2022

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### Keywords:

Gratitude;

Subjective Well-Being;

Broken Home

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## ABSTRACT

In this modern area, internet is very easy to be accessed, most of adolescents like to compare themselves with others. Because of comparing themselves, they are less gratitude and have low subjective well-being. The aim of this research is to prove whether gratitude training can increase the subjective well-being of broken home adolescents in the Childcare Community (KOPA) Medan. This research is experimental research with non equivalent control group design. Shapiro Wilk is used as normality test. Scale is used for data collection techniques. There are thirty adolescents who joined pre-test to see their level of subjective well-being dan it shows that 28 of adolescents have low and medium subjective well-being. Analysis technique in this research is quantitative research. The quantitative research uses non-parametric test which is Mann Whitney U Test with the help of SPSS (Statistical Product dan Service Solution) Program version of 25. The result of statistical test for Mann Whitney U Test and Wilcoxon shows that this research has Sig. value 0.002. In statistic, if Sig. value <0.05, hypothesis is accepted. Because of that, in conclusion, gratitude training has effect in increasing the subjective well-being of broken-home adolescents in Childcare Community (KOPA) in Medan.

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## BACKGROUND

Adolescent is the transition time from kids to adults that contains the whole process of development to prepare adulting including biological, psychological and social aspects. At this time, parental guidance is very influential in adolescents' self-development. However, many teenagers do not get this guidance for several reasons. One of the reasons is their parents' divorce. While others are parents who keeps on fighting or experiences domestic violence. Financial factor also causes the family relationship to be less harmonious. Most of the teenagers become victims. They have to earn money for their own living by selling things on the streets. That makes teenagers become "street children" which means children who live and earn a living on the streets.

As the smallest unit consisting of mother, father and child, a complete and harmonious family is an advantage and a dream for everyone. There are several reasons why a family experiences disharmony, causing their teenagers to become victims of this disharmony. Some are unable to find solutions to problems, endless conflicts that ultimately make the family have to separate, or also because of financial factors which ultimately cause teenagers to step in to make a living as "Street Children."

Street children tend to feel that they are different from other teenagers with intact families. Adolescents who experience parental divorce have a higher risk of developing symptoms of depression, low self-esteem, aggression, alcohol, drug use, and criminal behavior (Rodgers & Rose, 2002). In addition, parental divorce has a negative impact on various domains of well-being including psychological adjustment, mental health, behavior, education and quality of life (Grych & Finchman, 1990; Kelly & Emery, 2003).

The impact of broken-home is indeed very large, especially in influencing Subjective Well-being in adolescents. The term Subjective Well-being as proposed by Diener (2009) includes an individual's assessment of himself, and divides Subjective Well-being into its components, namely cognitive and affective. The cognitive component consists of life satisfaction, while the affective component consists of positive affect which indicates unpleasant moods and emotions such as joy and affection, while negative affect includes unpleasant moods and emotions and represents negative experiences. The main forms include sadness, anxiety, and worry, stress, frustration, guilt and shame, and envy (Diener, 2009).

Subjective well-being, especially positive emotions, has a relationship with a sense of gratitude (Emmons & McCullough, 2003). Gratitude can help improve subjective well-being by increasing one's experience of positive events, increasing coping from unfavorable events, and expanding the social network of individuals (Emmons & McCullough, 2003; Rash, Matsuba & Prkachin, 2011). Gratitude is also considered to have an important role as a potential to change the level of happiness and subjective well-being by expressing gratitude itself. (Toepfer, et. Al, 2011).

Subjective Well-being in broken-home adolescents tends to be low. This can be improved with gratitude training (Gratitude Training). Where, this is in line with McCullough and Crumpler's research (in Lopez & Snyder, 2011) which shows that practicing gratitude makes individuals feel better, more optimistic, about their life problems and more anticipating or better able to anticipate negative emotions that may arise when faced with problems. various problems.

The concept of positive psychology put forward by Peterson and Seligman (2004) that there are two types of grateful

approach, namely: 1) Personal, namely gratitude to others who have given kindness; 2) Transpersonal, namely an expression of gratitude to God. Gratitude. Gratitude is a form of individual gratitude for everything that happens in his life, both events and receiving from other parties (Emmon & McCullough, 2003). It also includes a response of joy and a tendency to see life as a gift. In addition, gratitude raises positive emotions, positive cognitive, and positive memories in individuals so that it will bring up positive things when individuals evaluate their lives (McCullough, 2002).

The components in gratitude according to western psychologist Fitzgerald (in Lopez & Snyder, 2003), namely (1) a warm sense of appreciation for someone else or something (2) Goodwill (goodwill) shown to someone or something, including desires to help others. (3) The desire to share (4) The tendency to act positively based on a sense of appreciation and good will, including the intention to help others, discuss the goodness of others, worship and others.

Based on previous research, (Lubis & Agustin, 2018) gratitude training is positively related to the Subjective Well-being of Adolescents at the Ar-Riyadhul Jannah Orphanage. Previous research (Megawati, et al, 2019) conducted on orphanage youth showed that gratitude training was effective for improving Subjective Well-being. Gratitude training is also effective in

increasing Subjective Well-being in people with heart disease (Bahar & Moordingsih, 2020). In addition, gratitude training is also effective in improving Subjective Well-being for parents of deaf children. Previous research (Prastuti, 2020) has also shown that gratitude training improves the Subjective Well-being of young mothers in a family context.

## RESEARCH METHODS

This research uses experimental research. The main purpose of experimental research (experimental research) is to see if there is an effect that arises when the subject is given a specially designed treatment. In this study, the independent variable is gratitude training and the dependent variable is subjective well-being.

Quasi-experimental research is used in this study. A quasi-experiment or quasi-experiment is an experiment consisting of several components, namely training (treatment), impact measures (outcome measures), and experimental units (experimental units) but the subjects in this experiment were not chosen randomly.

This quantitative study used a non-equivalent control group design. This design has only one difference with the pretest and posttest group designs, the difference is that in this design the experimental and control groups are not chosen randomly. In simple terms, the research design used can be described as follows:

**Table 1 Research Design One Group Pretest Posttest Design**

Pretest	Treatment	Posttest
O1	X	O2
O3		O4

Information:

- O1: Experimental Group Pretest
- O2: Posttest Experimental Group
- O3: Pretest Group Control
- O4: Posttest Group Control

The scale is a data collection tool used to obtain the data needed in this study. The

scale used in this study is a subjective well-being scale based on the theory proposed by

Diener (2009) including: the cognitive component, namely life satisfaction and the affective component, namely positive and negative affect.

In this study, the sampling technique was carried out by purposive sampling, namely the researcher would select adolescents aged 14 to 17 years who had the characteristics of experiencing a broken home family, then divided into two groups, namely the experimental group and the control group. In the experimental group, the subject will receive gratitude training. This experimental research was conducted with the following process:

Session 1: Participants first conducted a pretest by giving a subjective well-being scale to the trainees in both the experimental group and the control group.

Session 2: Opening, followed by giving appreciation material. After the material was presented to the participants, it was followed by a video screening entitled “2 Mins Short Gratitude Story for Kids / Help Others Value humanity and Time”. After the participants saw the video that was playing, the participants were invited to play a role (role play) where the participants acted as the recipient and the giver.

Session 3: Opener, continued by providing goodwill materials. After the material was presented to the participants, it was followed by a video screening entitled “Happiness is helping others”. After the participants saw the video that was playing, the participants were invited to discuss. Then the participants were given the task to write down as many good intentions as the participants could practice.

Session 4: Opening, continued by providing material wishes to share. After the material was delivered to the participants, it was followed by a video screening entitled “The Gift of Giving”. After the participants saw the video that was playing, the participants were invited to discuss. Then participants are invited to play games by

forming 3 groups. After forming a group, the participants in the group must arrange the paper that has been scrambled into a sentence and then make a movement for the other group to guess.

Session 5: Opening, continued by providing positive action material. After the material was presented to the participants, it was followed by a video screening entitled “Life Lessons: Every Positive Act Matters in Life”. After the participants saw the video that was playing, the participants were invited to discuss. Then the participants were given the task of writing in a book to write down one or two things that the participants understood about the material to act positively in the participants' daily lives.

Session 6: Provide evaluation sheets regarding understanding of the material that has been delivered. Then carry out a posttest by giving a subjective well-being scale in the experimental and control groups, this is done to find out two things, namely, first, whether the subjective well-being in the experimental group after being given gratitude training is higher than the subjective well-being in the control group and secondly whether subjective well-being in the experimental group after giving gratitude training was higher than before the training.

The analysis technique used in this research is quantitative. Quantitative analysis uses non-parametric measurements, namely the Mann-Whitney Test statistical analysis technique, which is a test used to measure whether there is a difference in the average value of two independent sample groups; and Wilcoxon Test, which is to test the difference in the distribution of two paired sample groups, using the Statistical Product and Service Solution (SPSS) version 25 assistance program.

## RESEARCH RESULTS

Giving a subjective well-being scale pretest which was distributed directly to 30 broken home teenagers in the Community Care for Children (KOPA) Medan. In the subjective well-being questionnaire, there are 28 items or questions. Each question has possible answers from 1 to 4 points. Therefore, the minimum and maximum ranges are  $1 \times 28$  and  $4 \times 28$  i.e. from 28 to 112 with mean =  $(28+112)/2 = 70$ . The normal curve consists of 6 standard deviations so that the standard deviation =  $(112 - 28)/6 = 14$ . Of the 30 children who filled out the scale, it was identified that there were 25 children classified as having low subjective well-being, 3 children classified as having moderate subjective well-being and 2 children having high subjective well-being.

Adolescents selected were teenagers who had low and moderate subjective well-being. Therefore, a total of 28 children were selected. Of the 28 broken home teenagers, they will be divided into two groups, namely the experimental and control groups.

In this study, the Shapiro-Wilk test was used to determine whether the data were normally distributed or not. The data is considered normal if the significance value is greater than 0.05. The significance values of the experimental and control pre-test and post-test data were 0.000, 0.000, 0.104 and 0.000, respectively. Therefore, the data is declared not normally distributed. The hypothesis will be tested using the Mann-Whitney U analysis technique because the results of one of the normality tests do not meet the criteria.

**Table 2 Normality Test Results**

Group	Shapiro-Wilk		
	Statistic	Df	Sig
Pretest Experiment	0,603	12	0,000
Posttest Experiment	0,886	12	0,104
Pretest Control	0,655	12	0,000
Posttest Control	0,644	12	0,000

Based on the Wilcoxon test, the value of Sig. of 0.002. If the value of Sig.  $< 0.05$  then the hypothesis is accepted. Therefore, gratitude training influences increasing the subjective well-being of broken home adolescents, in which the subjective well-

being level of broken home adolescents is higher after being given gratitude training than before being given gratitude training. Here's a table of hypothesis tests using the Wilcoxon test:

**Table 3 Wilcoxon Test Results**

Post Test – Pre Test	
Z	-3.066
Asymp. Sig. (2-tailed)	.002
Wilcoxon Signed Ranks Test	

Based on the Mann-Whitney U statistical test, the value of Sig. of 0.000. If the value of Sig.  $< 0.05$  then the hypothesis is accepted. Therefore, subjective well-being in the group that was given gratitude

training would be higher than that in the group that did not receive gratitude training. Here's a hypothesis test table using Mann-Whitney U:

**Table 4 Mann-Whitney U Test Results**

Gratitude Training Results	
Mann-Whitney	5,500
Wilcoxon W	83,500
Z	-3,851
Asymp. Sig. (2-tailed)	0,000
Exact Sig. [2*(1-tailed Sig.)]	.000 <sup>b</sup>

## DISCUSSION

The results obtained in this study indicate that gratitude training has an effect on increasing subjective well-being of street children who are in the NGO Street Children Community (KOPA) Medan, which has a broken home family background. The results also show that subjective well-being

the experimental group that was given gratitude training was higher than the subjective well-being in the control group that was not given gratitude training. The results of this study are in line with research by Lubis and Agustin (2018) on adolescents at the Ar-Riyadhul Jannah orphanage which showed a positive relationship between gratitude training and subjective well-being.

There are differences in the subjective well-being of broken home adolescents before and after being given gratitude training, assuming the subjective well-being level of broken home adolescents is higher after being given gratitude training than before being given gratitude training. Based on the Wilcoxon test, the value of Sig. of 0.002. If the value of Sig. <0.05 then the hypothesis is accepted. Therefore, gratitude training has an effect on increasing the subjective well-being of broken home adolescents, in which the subjective well-being level of broken home adolescents is higher after being given gratitude training than before being given gratitude training.

The subjects in this study were street children who were under the auspices of the Medan Street Children Community (KOPA) NGO, who had a broken home family background for several reasons, namely parental divorce, or parents who were still

together but always quarreled, or experienced domestic violence, or because of financial factors that make family relationships less harmonious. Children who are broken home are often victims of their parents. The child becomes low self-esteem, lacks self-confidence, becomes emotionally unstable and even has to make a living on the streets due to the poor economic situation of the family. Adolescents who experience parental divorce have a higher risk of developing symptoms of depression, low self-esteem, aggression, alcohol, drug use, and criminal behavior (Rodgers & Rose, 2002). In addition, parental divorce adversely affects various domains of well-being including psychological adjustment, mental health, behavior, education, and quality of life (Grych & Finchman, 1990; Kelly & Emery, 2003).

The term subjective well-being includes an individual's assessment of himself. Subjective well-being is divided into two components, namely cognitive and affective. The cognitive component includes life satisfaction, while the affective component includes positive affect and negative affect. Positive affect denotes pleasant moods and emotions such as joy and affection, whereas negative affect includes unpleasant moods and emotions and represents negative experiences as a reaction to their life, health, events and circumstances. The main forms include sadness, anxiety and worry, stress, frustration, guilt and shame, and envy (Diener, 2009). Subjective well-being, especially positive emotions, has a relationship with gratitude (Emmons & McCullough, 2003). Gratitude can help

improve subjective well-being by increasing one's experience of positive events, increasing coping from unfavorable events, and expanding the individual's social network (Emmons & McCullough, 2003; Rash, Matsuba, & Prkachin, 2011). Gratitude is also considered to have an important role as a potential agent to change the level of happiness and subjective well-being by expressing gratitude itself (Toepfer, Cichy, & Peters, 2011).

Subjective well-being in broken home teens tends to be low. However, this can be improved with gratitude training. The gratitude training aims to train individuals, especially teenagers from broken homes, to help negative thoughts become more positive by being grateful so that positive emotions emerge in the individual. McCullough & Crumpler's research (in Lopez & Snyder, 2011) shows that practicing gratitude makes individuals feel better about their lives, more optimistic about their life problems and more anticipating or better able to anticipate negative emotions that may arise when faced with various problems. This is related to subjective well-being, especially in the cognitive evaluation of quality of life and the emergence of both positive and negative affect.

The concept of positive psychology proposed by Peterson and Seligman (2004) that there are two types of gratitude approach, namely: 1) Personal, namely gratitude to others who have given kindness; 2) Transpersonal, which is an expression of gratitude to God. Gratitude is a form of individual gratitude for everything that happens in his life, good events, as well as receiving from other parties (Emmon & McCullough, 2003). It also includes a response of joy and a tendency to see life as a gift. In addition, gratitude raises positive emotions, positive cognitive, and positive memories in individuals, so that it will bring up positive things when individuals evaluate

their lives (McCullough, 2002). The components in gratitude according to western psychologist Fitzgerald (in Lopez & Snyder, 2003), suggest several components in gratitude, namely: 1) A warm sense of appreciation for someone else or something, including feelings of love and affection; 2) Goodwill addressed to someone or something, including the desire to help others; 3) the desire to share; 4) The tendency to act positively based on a sense of appreciation and good will, including the intention to help others, discuss the goodness of others, worship and others.

The novelty of this study compared to previous studies that have been mentioned above lies in the subject of research that focuses on adolescents with broken home backgrounds. The reason for making broken home teenagers as research subjects is because teenagers in this condition, namely their parents are no longer role models for themselves, will have a major impact on their development. The psychological impact experienced by teenagers who experience a broken home, teenagers become more quiet, shy, even prolonged depression. If the teenager is in a negative social environment, because the situation is unstable, it is possible that the teenager will fall into the valley of bad association. It is hoped that by providing gratitude training to broken home teenagers, it can increase teenagers' experiences of positive events, better able to anticipate negative emotions that may arise when facing various problems, change the level of happiness and subjective well-being of broken home teens.

The success of the gratitude training in the experimental group was due to the explanation of the material, video showings, games and assignments in each session. In the first session, namely "Appreciation" material, at first the participants thought that appreciation should be shown through things related to money, the researcher

explained that appreciation does not have to be about money. Words of gratitude and a few gestures such as the little pinch that grandmother gave to the young man based on the video that was played could move other people's hearts. The second material, "Good Intentions," teaches that helping people in the slightest thing has its own satisfaction and the people who are helped will feel very helped.

The video shows that helping people can also bring happiness to us and the people we help or those around us can also be inspired by good intentions by helping people, so this can have a positive impact on ourselves and others. Submission of this 2nd material is given with the hope that participants will develop these good intentions and practice them in everyday life for example in their family, peers or people around them, thus this good intention can provide positive things for the environment and lives of teenagers for a better. The third material, "The desire to share" teaches that no matter how much we have, we can always share in material and non-material forms. Sharing with people in need will leave a very good impression on those who receive it.

The delivery of this 3rd material is given in the hope that it will have an effect in the participants to develop a desire to share in their daily lives either with their peers or with their parents, thus the surrounding environment becomes a more positive environment and makes the lives of teenagers more comfortable. meaning. In the last material, "The Desire to Act Positively" where participants received an explanation of the material and watched video shows. When delivering material on the desire to act positively, participants were directed to be grateful for giving positive actions both inside and outside themselves. Submission of this material is given with the hope that teenagers can always act positively regardless of the

problems that are happening in the family and in the daily life of KOPA teenagers.

In delivering the material and videos, the participants can understand what it means to think positively and act positively. After being given an explanation about the desire to act positively, participants were asked questions and wrote. The questions given to the participants were about the positive actions they do in their daily lives, both at home and outside the home. Where in positive action can be started from small things. The answers given by the participants varied, some answered helping parents in doing homework, helping friends who were having trouble with school assignments. Because no matter how difficult a person's condition is, it is not justified to act unkindly to others, both in words and actions to hurt others.

Gratitude training given to street children can help improve their subjective well-being or happiness by expressing gratitude itself. This gratitude training also helps the negative thoughts of the street children become more positive by being grateful so that it generates positive emotions in them. These street children feel better about their lives, more optimistic about their life problems and more anticipating or better able to anticipate negative emotions that may arise when faced with various problems. This is related to subjective well-being, especially in the cognitive evaluation of quality of life and also the emergence of both positive and negative affect.

## **CONCLUSION**

Based on the research, it can be concluded that both hypotheses are accepted. The first hypothesis is that gratitude training takes effect in increasing the subjective well-being of broken home adolescents and the second hypothesis is that subjective well being is higher in the



group that is given training compared to group without any training.

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