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## BUILDING EMOTIONAL WELL-BEING THROUGH GRATITUDE: A STUDY AT SD NEGERI 1 BRANGSONG

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### Abstract

Educational assessment often emphasizes cognitive aspects, while affective aspects, such as gratitude, receive less attention. However, strong cognitive abilities do not always reflect students' ability to apply knowledge in everyday life. The affective domain, including the cultivation of an attitude of gratitude, is important because learning that begins with positive feelings tends to be more effective. The curriculum in Indonesia should integrate both direct and indirect learning to balance students' spiritual, social, intellectual, and psychomotor aspects, including the development of an attitude of gratitude. At SD Negeri 1 Brangsong, gratitude has been assessed through direct observation and comprehensive assignment records. The research method used is qualitative and presented descriptively. Observations involved 211 children and all teachers as respondents during the 2021-2022 period. This study found that teachers at SD Negeri 1 Brangsong paid significant attention to students' affective aspects, especially gratitude. The indicators of gratitude can be categorized into three dimensions: gratitude of the tongue (*al-lisan*), gratitude of the limbs (*al-arkan*), and gratitude of the heart (*al-janan*). These describe how human gratitude to God is expressed through speech, actions, and the heart. This focus contrasts with the traditional paradigm, which often prioritizes cognitive development while neglecting affective dimensions. The results showed that the methods used to record and assess students' gratitude attitudes were well-implemented, yielding measurable and comprehensive results despite several revisions. Overall, students demonstrated a better understanding of gratitude indicators after the teacher conducted multiple evaluations. Ultimately, students were able to consistently apply these attitudes in their daily lives, thereby enhancing their resilience and well-being in facing complex life challenges.

**Keyword:** Education, Building Emotional, Well-Being, Gratitude

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## INTRODUCTION

The taxonomy theory developed by Benjamin S. Bloom in 1956 is a framework used to classify educational objectives into three main domains: cognitive, affective, and psychomotor.<sup>1</sup> Bloom and his colleagues created this taxonomy as a tool for understanding and measuring different aspects of the learning process, with the goal of helping teachers plan and deliver more effective learning experiences. Cognitive related to intellectual aspects, such as knowledge and thinking skills, is included in the cognitive domain. The affective domain encompasses a person's emotions, such as feelings, motivation, interests, morals, and attitudes. This is different from the psychomotor domain, which focuses on motor or physical skills and manipulative functions, such as running or the ability to operate a computer. These domains are typically associated with Knowledge, Skill, and Attitude (KSA). The cognitive aspect emphasizes knowledge, the affective domain focuses on attitude, and the psychomotor domain centers on skills.<sup>2</sup>

Assessment in the old paradigm was primarily focused on measuring cognitive abilities, while affective and psychomotor aspects were often neglected.<sup>3</sup> This is because, although the affective aspect is considered important as a measure of learning success, designing objectives for the affective domain is not as straightforward as for the cognitive or psychomotor domains.<sup>4</sup> Even when students demonstrate strong cognitive

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<sup>1</sup> David Krathwohl, Benjamín Boom, and Bertram Masia, *Taxonomy Of Educational Objectives Hanbook II: Affective Domain* (New York: David McKay Company, 1964); M Enamul Hoque, *Three Domains of Learning: Cognitive, Affective and Psychomotor*, *The Journal of EFL Education and Research*, 2016, II; Kory M Enneking and others, 'The Evaluation of a Hybrid, General Chemistry Laboratory Curriculum: Impact on Students' Cognitive, Affective, and Psychomotor Learning', *Journal of Chemical Education*, 96.6 (2019), 1058–67; Z Haghshenas, 'Case Studies in Three Domains of Learning: Cognitive, Affective, Psychomotor.', *International Journal of Psychological and Behavioral Sciences*, 9.6 (2015), 2104–7; Narni Lestari Dewi, Nyoman Dantes, and I Wayan Sadia, 'Pengaruh Model Pembelajaran Inkuiri Terbimbing Terhadap Hasil Belajar IPA', *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha*, 3 (2013), 1–10.

<sup>2</sup> Retno Utari, 'Taksonomi Bloom Apa Dan Bagaimana Menggunakannya?', 2017, p. 2 <https://docplayer.info/29803601-Taksonomi-bloom-apa-dan-bagaimana-menggunakannya-oleh-retno-utari-widyaiswara-madya-pusdiklat-knpk.html>.

<sup>3</sup> Djemari. Mardapi, *Teknik Penyusunan Instrumen Tes dan Non Tes*, ed. by Ari Setiawan (Yogyakarta: Parama Publisihing, 2018), hlm. 184.

<sup>4</sup> Rabiudin, Enos Taruh, and Mursalin, 'Development of Authentic Affective Assessment Instrument in High School Physics Learning', *Journal of Physics: Conf. Series* 1028, 2018, 1–8.

abilities in paper-and-pencil tests, it does not necessarily reflect their capacity to apply this knowledge in everyday life.<sup>5</sup>

At SD Negeri Brangsong (Brangsong 1 Elementary School), teachers conduct comprehensive assessments to measure the level of students' gratitude. This involves various direct observations and tasks specifically designed to explore how students express their gratitude in different situations, both inside and outside the classroom. Every student interaction and behavior is observed and recorded in detail to understand the development of their attitude of gratitude.

This approach is taken with the hope that students at SD Negeri 1 Brangsong will achieve good well-being. Teachers believe that cultivating an attitude of gratitude is key to creating a positive learning environment where students feel valued and are better equipped to face challenges. By fostering gratitude, students are expected to develop feelings of happiness, appreciate what they have, and build more harmonious social relationships. This effort reflects the school's commitment to focus not only on academic achievements but also on character development. Through meticulous and targeted assessments, SD Negeri Brangsong 1 aims to nurture a generation of students who are not only intellectually capable but also emotionally healthy due to their consistent practice of gratitude.<sup>6</sup>

This study assumes that the development of gratitude at SD Negeri 1 Brangsong can be analyzed using Bloom's taxonomy in the affective domain, which focuses on students' emotions, attitudes, and values.<sup>7</sup> In this context, gratitude is believed to positively influence students' emotional and behavioral aspects. The affective domain of Bloom's taxonomy is used to observe how gratitude develops through several stages. The first stage is receiving, where students become aware of the importance of being grateful. Next, in the responding stage, students begin to demonstrate gratitude by

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<sup>5</sup> Agung Haryono, "Authentic Assessment Dan Pembelajaran Inovatif Dalam Pengembangan Kemampuan Siswa," *Jurnal Pendidikan Ekonomi* 2, no. 1 (2009); Lihat Maia Sheppard, Doran Katz, and Tanetha Grosland, "Conceptualizing Emotions in Social Studies Education," *Theory and Research in Social Education* 43, no. 2 (2015): 147-78.

<sup>6</sup> Ramona Lile and Camelia Bran, 'The Assessment of Learning Outcomes', *Procedia - Social and Behavioral Sciences*, 163 (2014), 125-31.

<sup>7</sup> Hidayat Syarifah, Deny Setiawan, and Arfan Diansyah, 'The Instruments Development Assessment of the Affective Competence: Values Contained in History', *Journal of Physics: Conf. Series* 1175, 2019, 1-7.

expressing thanks or appreciating what they have.<sup>8</sup> The following stage is valuing, where students develop a deep appreciation for the blessings they receive.<sup>9</sup> Finally, gratitude is expected to become a part of students' character in the characterization stage, where it becomes a habit in their daily lives. This study assumes that by cultivating gratitude, SD Negeri 1 Brangsong can foster students who are happier, more appreciative of what they have, and better able to build positive social relationships.

The present study employs a qualitative methodology, with research conducted at SD Negeri 1 Brangsong.<sup>10</sup> Observations were conducted involving 211 children and all teacher as respondents during the 2021-2022 period.<sup>11</sup> This study employs an assumption focused on analyzing the character development of students at SD Negeri 1 Brangsong by applying Bloom's taxonomy, particularly in the affective domain, with gratitude as the main variable. The study assumes that the school's efforts to cultivate a sense of gratitude among students will significantly impact their affective development, including their feelings, attitudes, and positive values.

In this research, the affective domain of Bloom's taxonomy will be used to measure how gratitude is formed and developed through several stages.<sup>12</sup> The first stage is receiving, where students begin to recognize the importance of gratitude and pay attention to the values taught by their teachers.<sup>13</sup> Next, in the responding stage, students not only become aware but also begin to show active responses to the concept of gratitude, such as expressing thanks

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<sup>8</sup> Julie Corbett and Sam Redding, *Using Needs Assessments for School and District Improvement: A Tactical Guide* (Washington DC: Council of Chief State School Officers, 2017).

<sup>9</sup> Eko Putro Widoyoko, *Teknik Penyusunan Instrumen Penelitian* (Yogyakarta: Pustaka Pelajar, 2012), hlm. 51.

<sup>10</sup> Moleong, Lexi J., and P. R. R. B. Edisi. "*Metodelogi penelitian*." Bandung: Penerbit Remaja Rosdakarya 3.01 (2004).

<sup>11</sup> Brannen, Julia. "Mixing methods: The entry of qualitative and quantitative approaches into the research process." *International journal of social research methodology* 8.3 (2005): 173-184.

<sup>12</sup> Azizah, Friska Rahmatika. "Bloom's Taxonomical Learning Theory And Educational Development In Indonesia." *ATTAQWA: Jurnal Pendidikan Islam Dan Anak Usia Dini* 2.3 (2023): 110-117.

<sup>13</sup> Anderson, Vivienne, et al. "Good teaching as care in higher education." *Higher Education* 79 (2020): 1-19.

and appreciating what they have.<sup>14</sup> The study also assumes that a strong sense of gratitude will progress to the valuing stage, where students develop a deep appreciation for the blessings they receive from their parents, teachers, and the surrounding environment. The next stage is organizing, where students can integrate the values of gratitude into their personal value systems.<sup>15</sup> Finally, the characterization stage will demonstrate how gratitude becomes a part of the students' character and daily behavior.

By focusing on the indicator of gratitude within the affective domain, this research aims to demonstrate that the approach implemented by SD Negeri 1 Brangsong can enhance not only the emotional well-being of students but also create a more harmonious and positive learning environment. It is hoped that the results of this study will contribute to the development of a generation of students who possess strong character, appreciation, and the ability to build good social relationships at school.

## DISCUSSION

### Overview of SD Negeri 1 Brangsong

SD Negeri 1 Brangsong was established in 1985. The school currently has 9 classrooms spread over 1,882 square meters of land. Additionally, the school provides a hotspot area to ensure that all members of the school community can access the internet freely. Below is a summary of the facilities and infrastructure at SD Negeri 1 Brangsong.

SD Negeri 1 Brangsong, located in Kendal Regency, has a range of complete and adequate facilities to support student learning. Although there is no dedicated laboratory, the school has sufficient practical equipment. The prayer room, used for worship and Islamic Religious Education activities, is always kept clean to ensure comfort for all users.

In addition to the prayer room, the school has a library equipped with air conditioning, providing a comfortable environment for students to study. The library at SD Negeri 1 Brangsong has a diverse collection of books, both fiction and non-fiction, including textbooks, encyclopedias, novels,

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<sup>14</sup> Lee, Hun Whee, et al. "The benefits of receiving gratitude for helpers: A daily investigation of proactive and reactive helping at work." *Journal of Applied Psychology* 104.2 (2019): 197

<sup>15</sup> Smith, M. Brewster. "Personal values in the study of lives." *The study of lives*. Routledge, 2023. 324-347.

magazines, and newspapers. The library is always kept neat and clean, and the services offered are excellent, attracting many students to visit. Besides serving as a place for independent study, the library also functions as a gathering place for students participating in competitions.

### **Gratitude Learning at SDN 1 Brangsong**

Observations were conducted directly with informants, including both students and teachers, to assess the attitude of gratitude at SDN 1 Brangsong during 2021-2022. The research also examined the curriculum in use, as well as the learning model applied in the classroom. The characteristics of the students and the types of assignments given by teachers were also subjects of observation.

The observation data indicate that teachers consistently remind students to be grateful to Allah SWT for all the blessings and everything they receive at the end of each learning session. The use of an engaging learning model has resulted in students remaining enthusiastic until the end of the lessons. Students generally respond positively when teachers reinforce the attitude of gratitude. They pay close attention to what the teacher says and are not hesitant to ask questions about anything they do not understand. The assessment of students' attitudes of gratitude is based on this process. Teachers evaluate students' gratitude by asking questions to gauge their understanding. Additionally, students were occasionally given a self-assessment checklist regarding their attitude of gratitude, with response options of "yes" or "no." This checklist serves as a reference for teachers to monitor the development of students' attitudes.

Based on the observation data collected during this study on the curriculum and assessment tools used by Islamic Religious Education teachers at SD Negeri 1 Brangsong, it was found that the institution uses Curriculum 13. The character achievement targets that students must reach in each learning activity are included in the learning tools prepared by the teacher. The learning model used aligns with the conditions imposed by the pandemic, specifically blended learning. However, the evaluation conducted by the teacher is limited to the cognitive domain, assessed through tests. Meanwhile, the assessment of the attitude of gratitude is carried out by having students complete an individual checklist, followed by the teacher

maintaining a journal. This approach does not fully comply with the assessment guidelines outlined in Curriculum 13.<sup>16</sup>

Further, documentation data from the teacher's daily journal revealed that teachers receive periodic training in creating learning evaluation tools. For cognitive domain assessments, teachers use multiple-choice and descriptive questions. In contrast, for the affective domain, particularly the attitude of gratitude, assessments can be conducted through observation and questionnaires. However, in practice, the teacher only uses a checklist to assess gratitude at the beginning of the semester and subsequently observes student assignments to evaluate their attitude. Consequently, the assessment of the attitude of gratitude cannot be effectively carried out with a single evaluation and observation of assignments; sustained research over a more extended period, of at least one year, is necessary.

Based on field data, it was found that several students did not pass the assessment of the attitude of gratitude according to the quality affective domain assessment standards, primarily because they had only been exposed to gratitude education since the curriculum's recent implementation and development. However, over time, the use of appropriate instruments and assessment indicators grounded in a solid theoretical framework has demonstrated the potential to effectively measure students' attitudes of gratitude. Therefore, the teacher intends to conduct an assessment of gratitude by adhering to the rules governing the instruments and assessment indicators that have been validated for determining the quality of students' gratitude.

At this stage, the teacher is refining the assessment instrument that has been developed. Additionally, task descriptions are allocated to the various parties involved in the research process, including Islamic Religious Education teachers and homeroom teachers. The Islamic Religious Education teachers are responsible for providing reinforcement regarding the attitude of gratitude, while the homeroom teachers act as field observers, monitoring the achievement of the attitude of gratitude. Further improvements were made to the rubric assessing the attitude of gratitude based on a joint review. The attitude of gratitude is determined by a score

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<sup>16</sup> Imas Kurniasih and Berlin Sani, "Implementasi Kurikulum 2013 Konsep Dan Penerapan," *Kemendiknas Pendidikan Dan Kebudayaan*, 2014, 1-162.

derived from measurements of indicators related to gratitude to Allah SWT and other people.<sup>17</sup>

Teacher observations revealed that while the majority of students understood the indicators of a grateful attitude, they were not yet able to apply them consistently in their everyday lives. The dominant findings indicated that most students demonstrated attitudes of gratitude aligned with the specified indicators, though they required further guidance from the Religion teacher. However, a small number of student responses indicated a very strong understanding of the indicators of a grateful attitude, enabling these students to apply them consistently in their daily lives.

### Evaluation and Analysis of Observation Data

Assessment is a fundamental component of learning activities. It is insufficient to rely solely on test instruments, as tests can only measure cognitive aspects. In learning, it is also necessary to assess affective and psychomotor aspects.<sup>18</sup> For example, Islamic Religious Education teachers must evaluate both the cognitive and affective aspects of students. Based on observation results, cognitive assessments at SD Negeri 1 Brangsong are conducted using tests, while affective assessments, including attitudes of gratitude, are performed through direct observation, interviews, and daily interactions between teachers and students. The results of these observations are then recorded in an assessment journal in the form of descriptive notes.

The observations show that teachers consistently remind students to be grateful to Allah SWT for all the blessings and everything they receive at the end of the learning process. By employing engaging learning models, students remain enthusiastic, making learning feel enjoyable, akin to playing. Students respond positively when teachers reinforce the attitude of

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<sup>17</sup> Nasirudin, *AKHLAK PENDIDIK (Upaya Membentuk Kompetensi Spiritual Dan Sosial)* (Semarang: UIN Walisongo, 2015); Ahmad Ibnu Atha'ilah, *Terjemah Al Hikam*, ed. H. Salim Bahreisy (Surabaya: Balai Buku, 1980).

<sup>18</sup> D R Krathwohl, B S Bloom, and B B Masia, 'Taxonomy of Educational Objectives: II Affective Domain', 1964, 196; M Enamul Hoque, *Three Domains of Learning: Cognitive, Affective and Psychomotor*, *The Journal of EFL Education and Research*, 2016, 11; Kory M Enneking and others, 'The Evaluation of a Hybrid, General Chemistry Laboratory Curriculum: Impact on Students' Cognitive, Affective, and Psychomotor Learning', *Journal of Chemical Education*, 96.6 (2019), 1058-67; Z Haghshenas, 'Case Studies in Three Domains of Learning: Cognitive, Affective, Psychomotor.', *International Journal of Psychological and Behavioral Sciences*, 9.6 (2015), 2104-7.



gratitude. They pay close attention to the teacher's instructions and are unafraid to ask questions about things they do not understand. This approach is highly effective and should be continued, as it aligns well with the affective domain's level of development.<sup>19</sup>

Furthermore, the assessment of students' gratitude is based on an ongoing process. The teacher evaluates students' gratitude by assessing their understanding through questions posed during class. Occasionally, students are also given a self-assessment checklist on gratitude, with "yes" or "no" as the answer choices. This checklist serves as a reference for the teacher to monitor the development of students' attitudes.

In our opinion, assessing the attitude of gratitude in this way is inadequate because it does not comply with the established assessment standards.<sup>20</sup> A teacher will not be able to accurately gauge the development of students' attitudes of gratitude if they only make brief observations during classroom learning. This approach can lead to inaccurate assessment results, as each student may tend to receive similar evaluations. Additionally, teachers can only assess students' attitudes of gratitude within the classroom, while their behavior outside the classroom remains unknown. Therefore, appropriate tools or instruments are needed to observe and measure the development of these attitudes comprehensively.

To measure students' attitudes of gratitude, a measuring instrument is needed that captures students' direct responses related to the indicators being assessed, in order to obtain more accurate results. Interviews can be an effective tool to address these issues. Interviews are commonly used to measure various variables in fields such as sociology, psychology, information systems, politics, and economics. Since attitudes fall within the realm of human psychology, interviews are particularly relevant for assessing them.<sup>21</sup>

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<sup>19</sup> David R. Krathwohl Lorin W. Anderson, *A Taxonomy for Learning Teaching and Assessing\_ a Revision of Bloom's Taxonomy of Educational Objectives* (New York: Longman, 2001).

<sup>20</sup> Wayan Maba, Ida Bagus, and Nyoman Mantra, 'The Primary School Teachers' Competence in Implementing the 2013 Curriculum', *SHS Web of Conferences*, 42 (2018), 00035.

<sup>21</sup> Hamed Taherdoost, "What Is the Best Response Scale for Survey and Questionnaire Design; Review of Different Lengths of Rating Scale / Attitude Scale / Likert Scale by Hamed Taherdoost :: SSRN," *International Journal of Academic Research in Management* 8, no. 1 (2019): 1-10.

The development of the assessment of gratitude attitudes is aligned with the Core Competencies, which encompass students' spiritual attitudes. These spiritual attitudes can be developed at the elementary education level and include: (1) Devout worship, (2) Gratitude, (3) Praying before and after activities, and (4) Tolerance in worship.<sup>22</sup> However, the attitude of gratitude was chosen for assessment because it is a transcendent attitude that is highly relevant to humans, as it involves both a relationship with Allah SWT and interactions with other people.<sup>23</sup>

In the analysis stage, we conducted observations at SD Negeri 1 Brangsong related to the implementation of the improved assessment of gratitude attitudes. Initially, the evaluation conducted by the teacher was limited to the cognitive domain, using a written test. The assessment of gratitude attitudes was performed by having each student complete a checklist, followed by the teacher recording observations in a journal.<sup>24</sup> Furthermore, documentation from the teacher's daily journal revealed that teachers received training in creating attitude evaluation tools. However, in practice, teachers only observed students' tasks to assess these attitudes.

Based on the analysis of the assessment of gratitude attitudes, the teacher received feedback that the theory was less relevant to Islamic Religious Education. Consequently, changes were made to the theory of gratitude used as the foundation for the assessment.<sup>25</sup> Next, a re-test of the revised theory was conducted. The grid for assessing gratitude attitudes is based on indicators of gratitude toward Allah SWT and other people. Indicators of gratitude toward Allah SWT include gratitude in the heart, gratitude expressed through speech, and gratitude demonstrated through actions. Indicators of gratitude toward other people include responding appropriately, expressing thanks, and praying for them.

Next, the field test was conducted again to assess the results of observations that differed from previous findings. Based on this field test, an invalid indicator was identified, necessitating a revision of the statement

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<sup>22</sup> Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, *Panduan Teknis Pembelajaran Dan Penilaian Di Sekolah Dasar* (Jakarta, 2016).

<sup>23</sup> Nasirudin, *AKHLAK PENDIDIK (Upaya Membentuk Kompetensi Spiritual Dan Sosial)*.

<sup>24</sup> Kurniasih and Sani, "Implementasi Kurikulum 2013 Konsep Dan Penerapan."

<sup>25</sup> Atha'ilah, *Terjemah Al Hikam*; Nasirudin, *AKHLAK PENDIDIK (Upaya Membentuk Kompetensi Spiritual Dan Sosial)*.

item. After revising the indicator, the sequence of indicators was reorganized. All indicators were arranged according to the grid and then tested in the operational field test.

The final stage is evaluation. The evaluation process in this study was conducted both before and during the field test, incorporating revisions and feedback from teachers and principals regarding the implementation of the field test. According to the latest data, our analysis shows that some students are now better able to apply the indicators of gratitude in their daily lives, as related to the revised indicators. However, some students understand the concept of gratitude but have not yet been able to apply it consistently.

Based on the findings of this study, the principal, as the policy maker, should make informed decisions to address the implementation of the gratitude attitude assessment in each educational institution. If this assessment is to be continued, policies should support the consistent application of the gratitude attitude assessment. For example, socialization about the instruments used in the assessment and regular supervision of its implementation should be conducted. Consistent assessment of gratitude will encourage students to remember and apply this attitude in their daily lives, gradually integrating it into their lifestyle.<sup>26</sup>

### **Emotional Well-Being Through Gratitude**

This study found that teachers at Brangsong Elementary School pay serious attention to the affective aspects of students, particularly in terms of gratitude. This focus stands in contrast to the traditional paradigm, which often prioritizes the development of cognitive aspects while neglecting affective dimensions. The research revealed that the methods used for recording and assessing students' attitudes of gratitude were well-implemented, yielding more measurable and comprehensive results.

These findings align with previous research that has also emphasized the importance of affective aspects in education. For instance, Shodiq's study, titled "*Pengukuran Keimanan: Perspektif Psikologi*" (Measurement of Faith: A Psychological Perspective), analyzes the context of strengthening students' personalities, especially regarding faith and piety. It argues that

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<sup>26</sup> Lorin W. Anderson, *A Taxonomy for Learning Teaching and Assessing\_ a Revision of Bloom's Taxonomy of Educational Objectives*.

students' faith should be assessed and measured to determine whether the desired learning objectives have been optimally achieved. The study explores how to measure levels of faith, which is the central discussion in the journal.<sup>27</sup>

Kateryna's research, citing Prabhupada's views, suggests that the true goal of education is self-realization and the realization of the soul's spiritual values. Her qualitative study, which focuses on modern law students, points out that modern society faces what can be termed "*spiritual hunger*." She argues that education should do more than merely "*grope in the dark*"; it should guide students toward the brighter side of the world, based on an understanding of the unity of God's order from a spiritual perspective.<sup>28</sup> Similarly, Daniel's 2020 research on schools in England and Wales explains that the concept of spiritual development involves a combination of scientific understandings of human development with holistic, albeit somewhat ambiguous, formative principles.<sup>29</sup>

However, other studies suggest that the indicators of gratitude and their effects remain somewhat unclear. Andrea M. Hussong et al.'s study, "Measuring Gratitude in Children" (2018), found that existing measures of children's gratitude as a trait or behavior may be limited, as they do not capture the various aspects of gratitude moments (such as awareness, thoughts, feelings, and actions) or how these aspects manifest in children. The study, conducted on parent-child pairs (N = 101; children aged 6-9), utilized laboratory-based assessments, online parent diaries, and an 18-month follow-up survey. The results highlight the complexity of gratitude as a construct and the relative benefits and limitations of different assessment modalities.<sup>30</sup>

Moieni et al.'s research on 76 healthy women suggests that while gratitude positively affects inflammation and psychological distress, further

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<sup>27</sup> Shodiq, 'Pengukuran Keimanan: Perspektif Psikologi', *Nadwa: Jurnal Pendidikan Islam*, 8.1 (2014), 126-38.

<sup>28</sup> Vodolaskova Kateryna, "Spiritual Aspects in a Modern Legal Higher Education," *European Science* 3 (2018): 145-48.

<sup>29</sup> Daniel Moulin-Sto, 'Spiritual Development as an Educational Goal', 3.3 (2020), 504-18.

<sup>30</sup> Andrea M. Hussong and others, 'Measuring Gratitude in Children', 14.5 (2018), 563-75.

research is necessary to explore the mechanisms linking gratitude to health.<sup>31</sup> Similarly, Chopik et al.'s 2017 study of 31,206 samples from elderly, middle-aged, and young adult groups reveals a paradoxical finding: although older adults displayed the highest levels of gratitude, the relationship between gratitude and well-being remained relatively constant throughout life.<sup>32</sup>

On the other hand, some researchers have found effective instruments to evaluate students' attitudes of gratitude, particularly from an Islamic perspective. A study by Listiyandini et al., titled "Measuring Gratitude: Development of an Initial Model of the Indonesian Version of the Gratitude Scale" (2015), developed a valid and reliable instrument based on research with 264 subjects (90 men and 174 women). This instrument is grounded in a construct of gratitude divided into three indicators: sense of appreciation, positive feelings, and expressions of gratitude.<sup>33</sup>

A study conducted by Novia in 2020 indicated similar findings. The study of students at an open school in North Jakarta showed a very high reliability index; however, the measurement was based on a general theory of gratitude.<sup>34</sup> In line with the previous studies, Manita also presented valid and reliable measurement results on the relationship between stress levels, well-being, and the moderating effect of gratitude. The study, which involved 349 young adult respondents, showed that stress negatively impacts well-being. Conversely, gratitude was found to moderate the relationship between stress and well-being. Meanwhile, the gratitude assessment instrument developed in this study is based on Listiyandini's instrument, which draws on secular psychological theory.<sup>35</sup>

Previous studies have shown that discussions on valid and reliable measurements of students' attitudes of gratitude need further development because of their impact on well-being. Gratitude is a transcendent attitude

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<sup>31</sup> Mona Moieni and others, 'Exploring the Role of Gratitude and Support-Giving on Inflammatory Outcomes.', *Emotion*, 19.6 (2019), 939-49.

<sup>32</sup> William J. Chopik and others, 'Gratitude across the Life Span: Age Differences and Links to Subjective Well-Being', 14.3 (2017), 292-302.

<sup>33</sup> Ratih Arruum Listiyandini and others, 'Mengukur Rasa Syukur: Pengembangan Model Awal Skala Bersyukur Versi Indonesia', *Jurnal Psikologi Ulayat*, 2.2 (2015), 473.

<sup>34</sup> Novia Sri Parindu, Riana Sahrani, and Heni Mularsih, 'Intervensi Rasa Bersyukur Untuk Meningkatkan Harga Diri Remaja Di SMP X', *Jurnal Muara Ilmu Sosial, Humaniora, Dan Seni*, 4.1 (2020), 186-95.

<sup>35</sup> Erlis Manita and others, 'Hubungan Stres Dan Kesejahteraan (Well-Being) Dengan Moderasi Kebersyukuran', *Gadjah Mada Journal of Psychology (GamaJoP)*, 5.2 (2019), 178-86.

that is highly relevant to human experience.<sup>36</sup> Growing evidence suggests that the role of gratitude in enhancing a person's well-being and happiness is undeniable.<sup>37</sup> Gratitude has been understood as a positive emotion that plays an important role as a coping mechanism for individuals who have experienced trials in their lives. Thus, gratitude is, in essence, a psychological skill for minimizing negative emotions.<sup>38</sup>

The essence of gratitude is closely tied to moral values, particularly in the context of current educational environments.<sup>39</sup> The spiritual attitudes of Muslim students today are quite concerning, as observed in their responses to the changes in learning models during the Covid-19 pandemic.<sup>40</sup> Most students have reported feeling stressed due to the various pressures associated with learning, which can hinder their ability to understand the material effectively.<sup>41</sup> Gratitude can be expressed as positive appreciation when someone receives a gift or benefit. Therefore, an attitude of gratitude helps individuals enjoy better life experiences by viewing situations positively, making life feel more enjoyable.<sup>42</sup>

Thus, this study recommends that expressing gratitude for all the blessings is essential to achieving inner peace and happiness. This practice can serve as a foundation for everyone to increase their emotional intelligence, ultimately becoming a person who fully dedicates themselves to serving Allah SWT. Gratitude may be the answer to the various existential crises faced by modern humanity today. Gratitude and well-being are

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<sup>36</sup> Arndt Büsing, Daniela R. Recchia, and Klaus Baumann, 'Validation of the Gratitude/Awe Questionnaire and Its Association with Disposition of Gratefulness', *Religions*, 9.4 (2018), 117.

<sup>37</sup> Reuben D. Rusk, Dianne A. Vella-Brodrick, and Lea Waters, 'Gratitude or Gratefulness? A Conceptual Review and Proposal of the System of Appreciative Functioning', *Journal of Happiness Studies* 2015 17:5, 17.5 (2015), 2191-2212.

<sup>38</sup> Tina Mokvist, "Gratefulness Practice as a Coping Mechanism in a Time of Crisis," *Psychology*, 2020, 46.

<sup>39</sup> Elena M. | Beylinson, Lyubov S. | Zolotykh, Natalia V. | Shevchenko, Tatyana Yu. Safronova, "Gratefulness as a Life Principle: Essence and Diagnostics.," *International Journal of Environmental and Science Education* 11, no. 16 (2016): 8968-80.

<sup>40</sup> AZ Sarnoto, "Syukur Dalam Al-Qur'an Dan Implikasinya Pada Pembelajaran Di Masa Pandemi Covid-19," *Seminar Nasional Kurikulum Merdeka Belajar-Kampus Merdeka Berbasis Integrasi Keilmuan Di Masa Adaptasi Kebiasaan Baru*, 2021.

<sup>41</sup> Muhana Sofiati Utami and others, 'Gratitude Cognitive Behavior Therapy (G-CBT) to Reduce College Students' Academic Stress', *Jurnal Psikologi*, 47.2 (2020), 137-150.

<sup>42</sup> Shane J. Lopez and C.R. Snyder, 'Handbook of Positive Psychology', *Oxford University Press, USA*, 2002, pp. 1-848.

intrinsically connected.<sup>43</sup> Gratitude is a fundamental element in enhancing well-being, and by practicing gratitude, individuals can maintain their psychological health. In this way, gratitude functions as a positive emotion that counteracts negative emotions such as anger and anxiety.<sup>44</sup>

## CONCLUSION

This study found that teachers at SD Negeri 1 Brangsong place significant emphasis on the affective aspects of students, particularly in fostering gratitude. This focus contrasts with the traditional paradigm, which often prioritizes cognitive development while neglecting the affective dimension. The research revealed that the methods used to record and assess students' attitudes of gratitude have been effectively implemented, resulting in more measurable and comprehensive outcomes. Learning assessments should encompass various aspects, including affective ones like gratitude. The study showed that gratitude assessment at SD Negeri 1 Brangsong has been conducted through direct teacher observations or specific assignments, with findings documented descriptively in assessment journals. Overall, the understanding of all informants regarding the indicators of gratitude is strong, allowing students to consistently demonstrate gratitude in their daily lives, even if only in a few areas.

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