



# Democracy in Parenting: Fostering Gratitude in Students

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**Abstract.** This study was conducted to determine whether there is a relationship between Parenting Patterns and Gratitude in students of SMK "X" Gempol. This research is included in correlational quantitative research. The variables contained in this study are the variable Parenting Pattern as the independent variable and the Gratitude variable as the dependent variable. This research was conducted at SMK "X" Gempol with a population of 159. Then sampling was carried out with the Isaac and Michael table to 110 students. The sampling technique used in determining the sample using proportionate stratified random sampling, this research uses data analysis with Pearson correlation techniques with the help of SPSS 20.0 for windows. The results showed that the two variables had a correlation of 0.730 with a significance of 0.000. In this study there is a positive relationship between Parenting and Gratitude so that, the hypothesis proposed by the researcher can be accepted.

**Keywords** - Democratic Parenting, Gratitude, Child development.

## 1 Introduction

Studies on *gratitude* have been conducted by many psychological researchers, including *gratitude* can improve personal *well-being* in individuals who will fulfill basic psychological needs, namely *competence*, *autonomy* and relatedness. [1].

Teenagers today only see or imitate the upper middle class where all their needs can be met easily, even to the point of forcing themselves to be able to meet these demands. Where this makes them less satisfied with what they have and less able to appreciate others who are below them, this is due to the lack of *gratitude* in themselves or can be called *gratitude*. An unhealthy lifestyle can trigger an offense such as violating school rules, damaging facilities (*vandalism*), smoking around school or outside school, skipping school, going home at night, and drinking alcoholic beverages, until it gets into rice offenses such as narcotics, free sex, wild racing, and gambling. [2].

*Gratitude* itself is a feeling of *gratitude* and also a feeling of happiness in response to a gift, either in terms of tangible benefits or a peace that has been obtained through the beauty of the individual. [3]. Gratitude is an effect of morality that comes from the existence of a behavioral impulse based on motivation by concern for the welfare of individual life [4]. [4]. Individuals who have been grateful will have more positive emotions, vitality, life satisfaction, and higher optimism to have much lower levels of stress and depression [5]. [5].

There are several forms of *gratitude*, including feeling adequate, having a sense of satisfaction with what he has, not feeling a lack of something, feeling useful and sufficient,

always appreciating simple things, then appreciating the help and gifts that people have given into his life. a [6]. By being grateful, it will be able to change one's experience from negative to positive, which can increase one's life satisfaction [7]. [7]. People who are always grateful are more likely to experience more positive emotions, such as happiness, have more frequent feelings of hope, feelings of fulfillment when compared to others who are not grateful [8]. [8].

Another study on "The Effect of Gratitude and Forgiveness on Psychological Well-Being in Adolescents" the purpose of this study is to find out gratitude, and forgiveness in influencing psychological well-being in adolescents. The results of his research also show if there is a significant positive influence in forgiveness on psychological well-being with  $p = 0.000$ , [9].

Other research also has results that grateful adolescents can have a perception of relationships and social support in peers to be good. [10]. Then being grateful and also experiencing gratitude will lead to better personal relationships, peace of mind, and general happiness in respondents [11]. [11]. The results of some of these studies can be expected to increase a quality of life regarding health in the dimensions of friend and social support, which is a dimension that leads to how adolescents relate to their environment such as their peers and social environment.

Several other studies have also shown that gratitude has a positive relationship with well-being, social functioning, life satisfaction, and perceived social support. [12]. Young people with high gratitude are more likely to have high life satisfaction, lower levels of depression, and better social integration [13]. [13]. Thus, there is an indication that gratitude can affect the quality of life dimension of health.

This can reinforce previous research that people with high levels of gratitude have lower levels of depression and envy [13]. [13]. If gratitude can unite well or positively to positive reinterpretation, life planning, and active coping. If gratitude is reduced in a life, it will make a person live less prosperous. As is the case with people who feel less grateful, it will be very difficult to like the kindness of others and always have a narrow mind in terms of responding to a kindness received, and will turn into anger and cursing [14]. [14]. With a lack of gratitude that will lead to a malice and always complain [15]. [15]. People who feel less grateful will always focus on what they don't have, and will always compare what they have with what others have.

Based on the results of interviews conducted by researchers, it can be concluded that the problem of low *gratitude* can arise or be caused by students feeling dissatisfied with their current situation, and always comparing themselves with others. Based on the results of interviews conducted by the author, it is known that at SMK X, there is *gratitude* in students as evidenced by the existence of several aspects of *gratitude*, including feeling adequate, being able to appreciate simple things, and appreciating the contributions of others. Although there are some students who sometimes still lack *gratitude* in themselves, parents always provide understanding and direction for this attitude.

There are several factors that influence *gratitude* in adolescents, namely: *positive affect*, peer perception, *familial social support*, and optimism. During adolescence, family is an environment that is very influential on adolescent development, one of the most important is parents. [16]. One of the factors that influence *gratitude* is *familial social support* which is related to parenting style. *Parenting style* is one of the ways parents educate and care for children [17]. [17]. Parenting is not just a way for parents to treat children, but also parents guide, protect, discipline, and educate children based on the norms that exist in a society. This process will occur continuously and continuously so that it affects the behavior and attitude of children in reaching the level of maturity in accordance with the norms and manners that have been expected by parents. However, based on the reviewer's study, there is still no research that discusses the relationship between democratic parenting and religiosity in vocational students.

Based on the description above, the authors are interested in further researching the relationship between democratic parenting and *gratitude* in students of SMK "X".

## 2 Methods

This type of research uses quantitative research, which is a research method in the form of numbers and uses statistical analysis to test the hypothesis that has been proposed. [18]. Quantitative research uses a correlational method that aims to determine the relationship between democratic parenting variables and *gratitude* variables. In this study, researchers wanted to find out whether there was a relationship between the variable of democratic parenting and the *gratitude variable* in SMK "X" students. In this study using all students who attend SMK "X" with a total of 159 students consisting of class X as many as 52 students, class XI as many as 50 students, and class XII as many as 57 students. In this study, sampling used the *Isaac and Michael* table with an error of 5% of the total population of 159 students, so that the number of samples obtained was 110 students. The sampling technique used in this study is *proportionate stratified random sampling*, random sampling with a balanced number of each level of the population. [19].

In this study using data collection techniques with a psychological scale with a Likert scale type. The Likert scale is defined as a measuring tool used in measuring attitudes, opinions, and perceptions of a person or group under study regarding social phenomena. [18]. The Likert scale is used to collect data on Democratic Parenting (*Authoritative*) and *Gratitude*. This Likert scale in the form of questions has *Favorable* and *Unfavorable* items.

The democratic parenting scale items used in this study were made by Sofiana with the title "The relationship between parental parenting (*Authoritative*) and Delinquent behavior in students of SMK "X"". The scale developed by previous researchers refers to the five specs of democratic parenting (*Authoritative*), namely, warmth, discipline, freedom, reward, and punishment and acceptance [20]. [20]. The *gratitude* research scale used in this study is using a scale from previous research with the title "*Gratitude and Psychological wellbeing* in adolescents". [21]. The Gratitude Scale uses the Gratitude Questionnaire Six Item Form (GQ-6) which is used in this study to test various elements of the gratitude variable. [15].

Based on the results of the tryout on the Democratic Parenting scale conducted on 200 respondents, there were no items that were canceled or eliminated so that the item remained 18 with an average validity value of 0.319-0.629. Based on the results of the tryout on the *Gratitude GQ-6 scale* that has been carried out on 200 respondents, there are no items that are canceled or eliminated so that there are still 6 items with a validity value of 0.464-0.721.

The tryout results on the Parenting scale with 200 respondents and 18 items obtained an *Alpha Cronbach* value of 0.861. so it can be stated that the reliability coefficient value is towards number 1 so that the instrument is reliable. Reliability tryout on the Gratitude GQ-6 scale with 200 respondents and 6 items obtained an *Alpha Cronbach* value of 0.822. so it can be stated that the reliability coefficient is towards number 1 so that the instrument is reliable.

## 3 Results and discussion

### 3.1 Presentation of Research Results

### 3.1.1 Assumption Test

In this study, an assumption test was carried out first before carrying out hypothesis testing. The assumption test is used to test normality which is useful in knowing the normality of the data from the variables studied and to conduct a linear test which is useful in understanding whether there is a relationship between the independent variable and the dependent variable.

### 3.1.2 Normality Test

The normality test is a measurement of data on variables used to determine whether the data is normal or abnormal in each variable. So that the normality test is very important because if the data tested has a normal distribution, it can assemble the population. [22]. The method used in conducting the normality test is Kolmogorov-Smirnov with the assumption that the data has a significance value <0.05 which is said to be abnormal, while data that has a significance value > 0.05 can be said to be normal.

### 3.1.3 Linearity Test

Linearity test is a data test that is useful in understanding whether the independent variable and the dependent variable have a linear or non-linear relationship. Linearity test is carried out with SPSS 20.0 using *Test For Linearity*. The significance value of the linearity result can be said to be linear when the data gets a significant value <0.05, and the significance value of the *Deviation for linearity* result can be said to be linear when the data gets a value <0.05.

### 3.1.4 Hypothesis Testing

Hypothesis testing is used when researchers want to determine whether the Democratic Parenting variable and the *Gratitude* variable in this study have a positive relationship. Hypothesis testing was studied using SPSS 20.0 *for windows* with the *Pearson bivariate Correlations* technique.

**Table 3.1** (Hypothesis Test Results)

		Parenting Pattern	Gratitude
Parenting Pattern	Pearson Correlation	1	.730**
	Sig. (1-tailed)		.000
	N	110	110
Gratitude	Pearson Correlation	.730**	1
	Sig. (1-tailed)	.000	
	N	110	110

Based on the hypothesis test, it can be seen that the correlation coefficient value  $r_{xy} = 0.730$  has a significance value of 0.000 so that it can be stated that the democratic parenting variable with the *Gratitude* variable studied in SMK "X" students has a positive relationship. The results of this hypothesis test can be said to be positive because it has a significant value  $(p) < 0.05$  ( $0.000 < 0.05$ ).

The coefficient results contained in the table above show positive results ( $r_{xy} = 0.000$ ) so that there is a positive relationship between the two variables studied. The higher the democratic parenting, the higher the *gratitude*. Vice versa, if the democratic parenting given is low, the *gratitude* will also be low.

**3.1.5 Academic Stress Category**

The effective contribution to the democratic parenting variable with the *gratitude* variable can be shown in the table below:

**Table 3.2** (Effective Contribution Results)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.730 <sup>a</sup>	.533	.528	2.59100

Based on the results of the effective contribution test between the variables of democratic parenting and *gratitude*, the results are 53.3%. effective contribution is obtained from the results of R Square with a value of  $.533 \times 100\% = 53\%$ . So it can be said that democratic parenting can affect the *gratitude* of SMK "X" students by 53.3% and the remaining 46.6% is influenced by other variables not explained in this study.

**3.1.6 Descriptive Statistics**

Descriptive statistics serve to see the minimum, maximum, Mean (average), and standard deviation values. In this study there are two variables, namely parenting (X) and *Gratitude* (Y). the results of descriptive statistics are described in the table below:

**Table 3.3** (Descriptive Statistics of Parenting Patterns Democracy and *Gratitude*)

<i>Descriptive statistics</i>					
	N	Minimum	Maximum	Mean	Std. Deviation
Parenting Pattern	110	23.00	71.00	49.3889	9.25141
<i>Gratitude</i>	110	8.00	24.00	17.8556	4.00719
Valid N (listwise)	110				

Based on the results of descriptive statistical tests, it can be seen that the democratic parenting scale has a theoretical mean value ( $\mu$ ) of 49.3889 and the standard deviation has a value ( $\sigma$ ) of 9.25141. on the gratitude scale has a theoretical mean value ( $\mu$ ) of 17.8556 and a standard deviation ( $\sigma$ ) of 4.00719. so that the above results can be used as norming to categorize the variables of democratic parenting and *gratitude*.

**3.1.7 Data Categories**

Data category is a data that can explain the characteristics of the data under study, data categories can use the value of the theoretical mean value and standard deviation as a normalization calculation. The following is a table of normalization of the categorization of democratic parenting and *Gartitude* variables.

**Table 3.4** (Normalization of Parenting Variable Categories Democratic Parents and *Gratitude*)

	Norma	Score	
		Parenting	Gratitude
Very Low	$X \leq (\mu - 1.5 \cdot \sigma)$	$\leq 42$	$\leq 11$
Low	$(\mu - 1.5 \cdot \sigma) < X \leq (\mu - 0.5 \cdot \sigma)$	43 - 46	12 - 15
Medium	$(\mu - 0.5 \cdot \sigma) < X \leq (\mu + 0.5 \cdot \sigma)$	47 - 50	16 - 19
High	$(\mu + 0.5 \cdot \sigma) < X \leq (\mu + 1.5 \cdot \sigma)$	51 - 54	20 - 23
Very High	$(\mu + 1.5 \cdot \sigma) \leq X$	$\geq 55$	$\geq 24$

**Table 3.5** (Parental Parenting Variable Score Categories Democracy and *Gratitude*)

Category	Subject Score			
	Parenting	%	Gratitude	%
Very Low	28	25.5%	7	6.4%
Low	18	16.4%	19	17.3%
Medium	10	9.1%	40	36.4%
High	28	25.5%	41	37.3%
Very High	26	23.6%	3	2.7%
Total	110	100%	110	100%

Based on the results of normalizing the variables of democratic parenting and *gratitude* above, that each variable has a different categorization. This can be seen from the categorization table below.

Based on the categorization results on the subjects described above, it can be understood that on the democratic parenting scale there are 23.6% (26 students) in the very high category, there are 25.5% (28 students) in the high category, and there are 9.1% (10 students) in the medium category and the remaining 16.4% (18 students) are in the low category and 25.5% (28 students) are in the very low category.

The categorization results on the subjects described above can be understood if the *Gratitude* scale has 2.7% (3 students) in the very high category, there are 37.3% (41 students) in the high category, 36.4% (40 students) are in the medium category, and the remaining 17.3 (19 students) are in the low category and 6.4% (7 students) are in the very low category.

So that this can be explained that SMK "X" students get a democratic parenting style that tends to be good so that the *gratitude* possessed by SMK "X" students is also good. This is evidenced by the category results contained in the table above that the category results of SMK "X" students tend to be in the Medium to High category.

## 4 Discussion

In the discussion that has been described in this study, it can be stated that the variable of democratic parenting with *gratitude* in students of SMK "X" has a positive relationship, and the proposed hypothesis is accepted. This is because the two variables have a correlation value of  $r_{xy} = .0730$  and a significance of  $.000 < .050$ . so that it is concluded that if democratic parenting is high, student gratitude will also be high, and vice versa, if the democratic parenting received by students is low, then the gratitude possessed by students is also low.

The results mentioned above can be strengthened by research that has been conducted previously with the title "The Relationship between Parental Democratic Parenting and

Empathy in adolescents" getting the results that the coefficient  $r_{xy} = .100$  and significance  $.000$  so that it can be explained that the higher the democratic parenting, the higher the empathy of adolescents. Vice versa, if democratic parenting is low, the empathy of adolescents will also be low. [3].

The results of the description above can be concluded, if the positive relationship between the variables of Democratic Parenting (X) and *Gratitude* towards students of SMK "X" can be stated as appropriate for various populations. Factors that can affect the high *Gratitude* of SMK "X" students are positive affect, peer perceptions, familial social support, optimistic, and positive attitude. [23]. This explains that the role of the family greatly influences *gratitude* in adolescents in dealing with various problems.

In this study, the effective contribution of the Democratic Parenting variable to *Gratitude* of SMK "X" students has a value of 53.3%, while the remaining 46.6% is influenced by other variables not mentioned in this study.

Students who have high gratitude are more useful for themselves and the people around them, students who have high gratitude create positive emotions when expressing happiness and gratitude for what they get because individuals realize that what happens to them is that there are other people who are responsible for the good that happens [24]. [24].

In this study, it can be proven that there is a positive relationship between democratic parenting and *gratitude* in students of SMK "X". However, this research is of course inseparable from the problem of limitations, including the limitations of research in accordance with the proposed title, thus making researchers less than optimal in comparing the results of research that has been done, as well as the limitations of data collection with google forms so that there is less direct supervision from researchers which causes students not to be serious in answering the scale given.

## 5 Conclusion

In accordance with the results of the research that has been conducted, as well as those described in the discussion above regarding the variable Relationship between Democratic Parenting and *gratitude* in students of SMK "X", it can be concluded that the hypothesis proposed by the research can be accepted. There are several factors that underlie the influence of democratic parenting variables with *gratitude* in SMK "X" students, including: *positive affect*, peer perceptions, *familial social support*, and optimism. During adolescence, family is an environment that is very influential on adolescent development, one of the most important is parents. This research also adds insight and knowledge in the world of psychology, especially with regard to matters relating to the influence of democratic parenting and *gratitude*, which is experienced by many students, especially vocational students. Then it also adds to our attention to be able to find ways to deal with *gratitude* in students. The research also has several weaknesses which are the uneven number of samples studied, and the limited research area which only races to one location, namely at SMK "X". For further similar research, it is recommended to expand the scope of the research area and generalize each indicator on each research instrument to be more accurate.

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