

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH: JURNAL ILMIAH

Judul Jurnal Ilmiah (Artikel) : Counting Blessing: The Effect of Gratitude Training on Prosocialness among Teachers in Inclusive School

Penulis Jurnal Ilmiah : Ika Febrian Kristiana, Erin Ratna Kustanti, **Salma Salma**

Jumlah Penulis : 3 orang

Status Pengusul : Penulis pendamping

Identitas Jurnal Ilmiah : a. Nama Jurnal : Journal of Educational, Health and Community Psychology

b. Nomor ISSN : 2460-8467

c. Vol, No., Bln Thn : Vol. 10, No 2, 2021

d. Penerbit : UAD Press

e. DOI artikel (jika ada) : <http://dx.doi.org/10.12928/jehcp.v10i2.20647>

f. Alamat web jurnal : <http://journal.uad.ac.id/index.php/Psychology/issue/view/948>

Alamat artikel : <http://journal.uad.ac.id/index.php/Psychology/article/view/20647>

g. Terindeks : Sinta 2

Kategori Publikasi Jurnal Ilmiah :

☐	Jurnal Ilmiah Internasional
☒	Jurnal Ilmiah Nasional Terakreditasi
☐	Ilmiah Nasional Tidak Terakreditasi

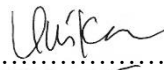
 (beri ✓ pada kategori yang tepat)

Hasil Penilaian *Peer Review* :

Komponen Yang Dinilai	Nilai		Nilai Rata-rata
	Reviewer 1	Reviewer 2	
a. Kelengkapan unsur isi artikel (10%)	2,5	2,5	2,5
b. Ruang lingkup dan kedalaman pembahasan (30%)	6,5	7,3	6,9
c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)	6,5	7,3	6,9
d. Kelengkapan unsur dan kualitas terbitan/jurnal (30%)	7	7,5	7,25
Total (100%)	22,5	24,6	23,55
Nilai Pengusul (40%xNilai total/ 2) =	4,5	4,92	4,71

Semarang, 13 Januari 2022

Reviewer 1 Dr. Unika Prihatsanti, S.Psi., M.A.
NIP. 197806022006042001


.....

Reviewer 2 Yohanis Franz La Kahija, S.Psi., M.Sc.
NIP. 197705262005011003


.....

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Kategori Publikasi Jurnal Ilmiah :

☐	Jurnal Ilmiah Internasional
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 (beri ✓ pada kategori yang tepat)

Hasil Penilaian *Peer Review* :

Komponen Yang Dinilai	Nilai Maksimal Jurnal Ilmiah			Nilai Akhir Yang Diperoleh
	Internasional	Nasional Terakreditasi	Nasional Tidak Terakreditasi	
		25		
a. Kelengkapan unsur isi artikel (10%)		2,5		2,5
b. Ruang lingkup dan kedalaman pembahasan (30%)		7,5		6,5
c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)		7,5		6,5
d. Kelengkapan unsur dan kualitas terbitan/jurnal (30%)		7,5		7
Total = (100%)		25		22,5
Nilai Pengusul= (40%x22,5/2)= 4,5				

Catatan Penilaian Artikel oleh Reviewer:

1. Tentang kelengkapan dan kesesuaian unsur:

Artikel telah dituliskan sesuai dengan ketentuan jurnal pada umumnya, yaitu judul, abstract, introduction, method, result, conclusion, acknowledgement, reference. Isi pada setiap sub telah mencerminkan judulnya.

2. Tentang ruang lingkup dan kedalaman pembahasan:

Artikel menuliskan hasil riset yang berkaitan dengan gratitude pada perilaku pro sosial guru. Artikel telah ditulis dengan cukup rinci dengan menyampaikan penelitian terdahulu dan urgensinya.

3. Kecukupan dan kemutakhiran data/informasi dan metodologi:

Metodologi eksperimen dinilai baik dengan referensi mayoritas terbitan 10 tahun terakhir

4. **Kelengkapan unsur kualitas penerbit:**

Penerbit Universitas Ahmad Dahlan dinilai baik dengan informasi jurnal pada website yg lengkap. Jurnal termasuk pada akreditasi Sinta 2.

5. **Indikasi plagiasi:**

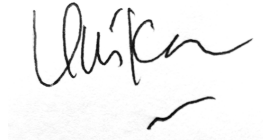
Tidak terdapat unsur plagiasi dengan similarity index 15%

6. **Kesesuaian bidang ilmu:**

Sesuai dengan bidang ilmu psikologi khususnya psikologi klinis tentang gratitude

Semarang, 13 Januari 2022

Reviewer 1



Dr. Unika Prihatsanti, S.Psi., M.A.

NIP. 197806022006042001

Jabatan (Gol): Lektor (IIIc)

Unit kerja: Fakultas Psikologi UNDIP

Bidang ilmu: Psikologi

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☒	Jurnal Ilmiah Nasional Terakreditasi
☐	Jurnal Ilmiah Nasional Tidak Terakreditasi

 (beri ✓ pada kategori yang tepat)

Hasil Penilaian *Peer Review* :

Komponen Yang Dinilai	Nilai Maksimal Jurnal Ilmiah			Nilai Akhir Yang Diperoleh
	Internasional ☐	Nasional Terakreditasi 25	Nasional Tidak Terakreditasi ☐	
a. Kelengkapan unsur isi artikel (10%)		2,5		2,5
b. Ruang lingkup dan kedalaman pembahasan (30%)		7,5		7,3
c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)		7,5		7,3
d. Kelengkapan unsur dan kualitas terbitan/jurnal (30%)		7,5		7,5
Total = (100%)		25		24,6
Nilai Pengusul= (40% x 24,6/2)= 4,92				

Catatan Penilaian Artikel oleh Reviewer:

1. Tentang kelengkapan dan kesesuaian unsur:

Susunan artikel ini sudah sejalan dengan standarisasi umum artikel ilmiah yang mengandung abstrak, pendahuluan, metode, pembahasan, dan kesimpulan. Pendahuluan memberi informasi tentang pendidikan inklusif, peran guru di dalamnya, dan fenomena psikologis “gratitude”. Metode juga disajikan dengan jelas sebagai metode kuasi-eksperimental dengan prosedur perekrutan partisipan dan pengumpulan data yang jelas. Hasil juga disajikan dengan visual gambar yang memperjelas deskripsi tentang dampak dari *gratitude* (rasa syukur) terhadap perilaku prososial (*prosocialness*). Daftar pustaka disajikan secara lengkap.

2. Tentang ruang lingkup dan kedalaman pembahasan:

Hasil penelitian ini disajikan dalam bentuk deskripsi, tabel, gambar diagram, dan gambar grafik. Bagi pembaca, cara penyajian seperti ini bermanfaat dalam memahami temuan penelitian tentang kontribusi

penting rasa syukur bagi perilaku prososial di lingkungan pendidikan inklusif.

3. Kecukupan dan kemutakhiran data/informasi dan metodologi:

Metode disajikan secara jelas sebagai penelitian eksperimental yang kuasi dengan pengumpulan data di 7 lembaga pendidikan inklusif yang relevan untuk melihat rasa syukur dan perilaku prososial dari 120 guru yang berperan penting di dalamnya. Mereka dibagi secara imbang menjadi kelompok kontrol dan kelompok eksperimental. Prosedur pengumpulan data pra- dan pascaeksperimen dari para subjek berikut analisisnya disajikan dengan jelas.

4. Kelengkapan unsur kualitas penerbit:

Artikel ini dimuat dalam jurnal nasional yang terakreditasi Sinta 2. Dengan penerbitan pada level itu, artikel ini bisa dikatakan sebagai artikel dengan kualitas yang baik.

5. Indikasi plagiasi:

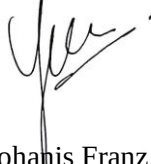
Proses penerbitan telah melewati serangkaian pemeriksaan turnitin yang memastikan bebas-plagiarisme. Besar similarity index kurang dari 15%.

6. Kesesuaian bidang ilmu:

Rekam jejak akademis peneliti adalah psikologi. Judul artikel ini sangat sesuai dengan disiplin psikologi dalam hal menyoroti fenomena psikologis, seperti fenomena sosial berupa perilaku prososial, fenomena psikologi transpersonal berupa rasa syukur, dan fenomena pendidikan yang inklusif. Hasil penelitian ini bisa menambah wawasan tentang pentingnya iklim pendidikan sehat yang difasilitasi oleh rasa syukur dan perilaku prososial dari orang-orang dewasa yang terlibat di dalamnya.

Semarang, 12 Januari 2022

Reviewer 2



Yohanis Franz La Kahija, S.Psi., M.Sc.

NIP. 197705262005011003

Jabatan (Gol): Lektor (IIIb)

Unit kerja: Fakultas Psikologi UNDIP

Bidang ilmu: Psikologi

SERTIFIKAT

Kementerian Riset dan Teknologi/
Badan Riset dan Inovasi Nasional



Petikan dari Keputusan Menteri Riset dan Teknologi/
Kepala Badan Riset dan Inovasi Nasional
Nomor 200/MKPT/2020

Peringkat Akreditasi Jurnal Ilmiah Periode III Tahun 2020
Nama Jurnal Ilmiah

Journal of Educational, Health, Community Psychology

E-ISSN: 24608467

Penerbit: UAD Press

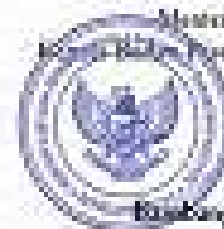
Ditetapkan sebagai Jurnal Ilmiah

TERAKREDITASI PERINGKAT 2

Akreditasi berlaku selama 5 (lima) Tahun, yaitu
Volume 9 Nomor 3 Tahun 2020 sampai Volume 14 Nomor 2 Tahun 2025

Jakarta, 23 Desember 2020

Menteri Riset dan Teknologi/
Kepala Badan Riset dan Inovasi Nasional
Republik Indonesia



Boedjang P. S. Brodjonegoro
Boedjang P. S. Brodjonegoro



KEMENTERIAN RISET DAN TEKNOLOGI/BADAN RISET
DAN INOVASI NASIONAL
DEPUTI BIDANG PENGUATAN RISET DAN PENGEMBANGAN
Gedung B.J.Habibie Lantai 19 – 20, Jalan M.H. Thamrin No. 8, Jakarta 10340
Telepon 021-3162222 Ext. 9702, 9782, 9707; Faksimile 021-3101728

Nomor : B/1796/E5.2/KI.02.00/2020
Sifat : Penting
Lampiran : 1 (satu) Berkas
Perihal : **Pemberitahuan Hasil Akreditasi Jurnal Ilmiah
Periode III Tahun 2020**

Jakarta, 30 Desember 2020

Kepada Yth.

1. Pimpinan Perguruan Tinggi
2. Koordinator LL Dikti I s.d. XIV
3. Ketua Himpunan Profesi
4. Pengelola Jurnal Ilmiah
di seluruh Indonesia

Dengan hormat,

Sehubungan dengan hasil Akreditasi Jurnal Ilmiah Periode III Tahun 2020 dan telah diterbitkannya Surat Keputusan Menteri Riset dan Teknologi/Badan Riset dan Inovasi Nasional Nomor 200/M/KPT/2020, tanggal 23 Desember 2020, dengan hormat bersama ini kami sampaikan hasil akreditasi sebagaimana terlampir. Adapun ketentuan penerbitan sertifikat akreditasi sebagai berikut:

1. Bagi usulan akreditasi baru maka sertifikat akreditasi akan diterbitkan dan diberikan kepada pengelola jurnal.
2. Bagi usulan akreditasi ulang yang hasil akreditasi naik peringkat maka sertifikat akreditasi akan diterbitkan dan diberikan kepada pengelola jurnal.
3. Bagi usulan akreditasi ulang yang hasil akreditasi peringkatnya tetap dan telah memiliki sertifikat yang masih berlaku masa akreditasi, maka sertifikat baru tidak akan diterbitkan, dan sertifikat sebelumnya dapat digunakan sampai berakhir masa berlaku.
4. Bagi pengelola yang sudah terakreditasi dan namanya tercantum dalam SK sebelumnya serta belum memiliki sertifikat dapat meminta sertifikat terdahulu.
5. Penerbitan sertifikat dilakukan secara bertahap paling cepat 2 minggu setelah pengumuman ini dan dilakukan pemutakhiran data di laman : <http://sinta.ristekbrin.go.id/journals>, penyerahan sertifikat dilakukan secara bertahap dapat diunduh langsung melalui akun pengusul di laman: <http://arjuna.ristekbrin.go.id/> mulai tanggal 07 Februari 2021.
6. Mengingat terdapat lebih dari 2.000 (dua ribu) usulan jurnal pada periode 3 tahun 2020, bagi jurnal yang telah lolos evaluasi administrasi namun belum berkesempatan untuk dinilai, maka akan dilakukan penilaian akreditasi dan menjadi prioritas utama pada periode berikutnya di tahun 2021.
7. Bagi usulan baru dan jurnal dengan masa berlaku habis sertifikat pada tahun 2021 yang tidak lolos evaluasi administrasi, maka dapat melakukan pengajuan usulan akreditasi kembali pada periode berikutnya tahun 2021, untuk tanggal dan waktunya menunggu pengumuman resmi di laman : <http://arjuna.ristekbrin.go.id/>.
8. Bagi jurnal yang masa berlaku sertifikat diatas tahun 2021, maka dapat mengusulkan akreditasi kembali 1 (satu) tahun sebelum habis masa berlaku sertifikat.

Demikian pemberitahuan ini disampaikan, atas perhatian dan kerja sama yang baik, kami ucapkan terima kasih.



Direktur Pengelolaan Kekayaan Intelektual

Prof. Dr. Heri Hermansyah, S.T., M.Eng
NIP. 197601181999031002

Tembusan :
Plt. Deputi Bidang Penguatan Riset dan Pengembangan



SALINAN

**MENTERI RISET DAN TEKNOLOGI/
KEPALA BADAN RISET DAN INOVASI NASIONAL
REPUBLIK INDONESIA**

**KEPUTUSAN MENTERI RISET DAN TEKNOLOGI/
KEPALA BADAN RISET DAN INOVASI NASIONAL
REPUBLIK INDONESIA**

NOMOR 200/M/KPT/2020

**TENTANG
PERINGKAT AKREDITASI JURNAL ILMIAH PERIODE III
TAHUN 2020**

**MENTERI RISET DAN TEKNOLOGI/
KEPALA BADAN RISET DAN INOVASI NASIONAL
REPUBLIK INDONESIA,**

- Menimbang : a. bahwa dalam rangka pembinaan terhadap penyelenggaraan ilmu pengetahuan dan teknologi serta untuk meningkatkan relevansi, kuantitas, dan kualitas publikasi ilmiah ilmuwan Indonesia guna mendukung daya saing bangsa diperlukan peringkat akreditasi jurnal ilmiah;
- c. bahwa tim Akreditasi Jurnal Ilmiah Kementerian Riset dan Teknologi/Badan Riset dan Inovasi Nasional pada tanggal 18 Desember 2020 telah menetapkan hasil akreditasi jurnal ilmiah periode III tahun 2020;
- d. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Menteri Riset dan Teknologi/Kepala Badan Riset dan Inovasi Nasional tentang Peringkat Akreditasi Jurnal Ilmiah Periode III Tahun 2020;

Mengingat ...

- Mengingat : 1. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 2012 Nomor 158, tambahan Lembaran Negara Republik Indonesia Nomor 5336);
2. Undang-Undang Nomor 11 Tahun 2019 Tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi (Lembaran Negara Republik Indonesia Tahun 2019 Nomor 148, Tambahan Lembaran Negara Republik Indonesia Nomor 6374);
3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan dan Pengelolaan Perguruan Tinggi (Lembaran Negara Republik Indonesia Tahun 2014, Nomor 16, tambahan Lembaran Negara Republik Indonesia Nomor 5500);
4. Peraturan Presiden Nomor 68 Tahun 2019 tentang Organisasi Kementerian Negara (Lembaran Negara Republik Indonesia Tahun 2019 Nomor 203);
5. Peraturan Presiden Nomor 50 Tahun 2020 tentang Kementerian Riset dan Teknologi (Lembaran Negara Republik Indonesia Tahun 2020 Nomor 89);
6. Keputusan Presiden Nomor 113/P Tahun 2019 tentang Pembentukan Kementerian Negara dan Pengangkatan Menteri Negara Kabinet Indonesia Maju Periode Tahun 2019-2024;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN MENTERI RISET DAN TEKNOLOGI/KEPALA BADAN RISET DAN INOVASI NASIONAL TENTANG PERINGKAT AKREDITASI JURNAL ILMIAH PERIODE III TAHUN 2020.

KESATU : Menetapkan Peringkat Akreditasi Jurnal Ilmiah Periode III Tahun 2020 sebagaimana tercantum dalam Lampiran yang merupakan bagian yang tidak terpisahkan dari Keputusan Menteri/Kepala Badan ini.

KEDUA ...

- KEDUA : Akreditasi Jurnal Ilmiah sebagaimana dimaksud dalam Diktum KESATU berlaku selama 5 (lima) tahun mulai dari nomor dan tahun sebagaimana tercantum dalam Lampiran yang merupakan bagian yang tidak terpisahkan dari keputusan Menteri/Kepala Badan ini.
- KETIGA : Setiap jurnal ilmiah wajib mencantumkan masa berlaku akreditasi di dalam laman jurnal dengan menuliskan tanggal penetapan dan tanggal akhir masa berlaku akreditasi.
- KEEMPAT : Keputusan Menteri/Kepala Badan ini mulai berlaku pada tanggal ditetapkan.

Ditetapkan di Jakarta
pada tanggal 23 Desember 2020

MENTERI RISET DAN TEKNOLOGI/
KEPALA BADAN RISET DAN INOVASI NASIONAL
REPUBLIK INDONESIA,

ttd.

BAMBANG P.S. BRODJONEGORO

Salinan sesuai dengan aslinya
KEMENTERIAN RISET DAN TEKNOLOGI/
BADAN RISET DAN INOVASI NASIONAL
Sekretariat Kementerian/Sekretariat Utama
Kepala Biro Hukum dan Organisasi,

ttd.

Ardhien Nissa Widhawati Siswojo

SALINAN
 LAMPIRAN
 KEPUTUSAN MENTERI RISET DAN
 TEKNOLOGI/BADAN RISET DAN INOVASI
 NASIONAL REPUBLIK INDONESIA
NOMOR 200/M/KPT/2020
 TENTANG
 PERINGKAT AKREDITASI JURNAL ILMIAH
 PERIODE III TAHUN 2020

PERINGKAT AKREDITASI JURNAL ILMIAH PERIODE III TAHUN 2020

Peringkat Baru	No	Nama Jurnal	EISSN	Penerbit	Keterangan
1	1	<i>ASEAN Journal on Science and Technology for Development</i>	22249028	Universitas Gadjah Mada	Reakreditasi Tetap di Peringkat 1 mulai Volume 37 Nomor 2 Tahun 2020
	2	<i>Communications in Science and Technology</i>	25029266	Komunitas Ilmuwan dan Profesional Muslim Indonesia (KIPMI)	Reakreditasi Tetap di Peringkat 1 mulai Volume 1 Nomor 1 Tahun 2016
	3	<i>Economic Journal of Emerging Markets (EJEM)</i>	2502180X	Pusat Pengembangan Ekonomi, Fakultas Ekonomi, Universitas Islam Indonesia	Reakreditasi Naik Peringkat dari Peringkat 2 ke Peringkat 1 mulai Volume 10 Nomor 2 Tahun 2018
	4	<i>IJOG : Indonesian Journal on Geoscience</i>	23559306	Badan Geologi	Reakreditasi Tetap di Peringkat 1 mulai Volume 7 Nomor 2 Tahun 2020
	5	<i>IJoLE: International Journal of Language Education</i>	25488465	Fakultas Bahasa dan Sastra Universitas Negeri Makassar	Reakreditasi Tetap di Peringkat 1 mulai Volume 4 Nomor 1 Tahun 2020
	6	<i>Ilmu Kelautan: Indonesian Journal of Marine Sciences</i>	24067598	Departemen Ilmu Kelautan Universitas Diponegoro dan Himpunan Ahli Pengelolaan Pesisir Indonesia	Reakreditasi Tetap di Peringkat 1 mulai Volume 25 Nomor 3 Tahun 2020
	7	<i>Indonesian Journal of Forestry Research</i>	24068195	Badan Penelitian dan Pengembangan Kehutanan, Kementerian Lingkungan Hidup dan Kehutanan	Reakreditasi Tetap di Peringkat 1 mulai Volume 7 Nomor 1 Tahun 2020

Peringkat Baru	No	Nama Jurnal	EISSN	Penerbit	Keterangan
	15	Jurnal Manajemen Hutan Tropika	20892063	Departemen Manajemen Hutan Fakultas Kehutanan Institut Pertanian Bogor-Rumah Akademisi Kehutanan Indonesia	Reakreditasi Tetap di Peringkat 1 mulai Volume 24 Nomor 3 Tahun 2018
	16	Paramita: <i>Historical Studies Journal</i>	24075825	Jurusan Sejarah, Fakultas Ilmu Sosial, Universitas Negeri Semarang	Reakreditasi Tetap di Peringkat 1 mulai Volume 30 Nomor 1 Tahun 2020
	17	Register: Jurnal Ilmiah Teknologi Sistem Informasi	25023357	Program Studi Sistem Informasi - Fakultas Sains dan Teknologi - Universitas Pesantren Tinggi Darul Ulum Jombang	Reakreditasi Tetap di Peringkat 1 mulai Volume 6 Nomor 2 Tahun 2020
	18	<i>Studies in English Language and Education</i>	24610275	Universitas Syiah Kuala	Reakreditasi Tetap di Peringkat 1 mulai Volume 7 Nomor 2 Tahun 2020
	19	<i>The Indonesian Biomedical Journal</i>	23559179	The Program Studi a Education and Research Institute	Reakreditasi Tetap di Peringkat 1 mulai Volume 12 Nomor 2 Tahun 2020
2	1	Agric	25499343	Fakultas Pertanian dan Bisnis, Universitas Kristen Satya Wacana	Reakreditasi Naik Peringkat dari Peringkat 3 ke Peringkat 2 mulai Volume 31 Nomor 2 Tahun 2019
	2	Agro Ekonomi	25411616	Universitas Gadjah Mada	Reakreditasi Tetap di Peringkat 2 mulai Volume 31 Nomor 1 Tahun 2020
	3	Al-Albab	25028340	Pascasarjana, Institut Agama Islam Negeri Pontianak	Reakreditasi Tetap di Peringkat 2 mulai Volume 9 Nomor 1 Tahun 2020

Peringkat Baru	No	Nama Jurnal	EISSN	Penerbit	Keterangan
	67	JAM : Jurnal Aplikasi Manajemen	23026332	Universitas Brawijaya	Reakreditasi Tetap di Peringkat 2 mulai Volume 18 Nomor 1 Tahun 2020
	68	JEBIS (Jurnal Ekonomi dan Bisnis Islam)	25273027	Universitas Airlangga	Reakreditasi Naik Peringkat dari Peringkat 3 ke Peringkat 2 mulai Volume 6 Nomor 1 Tahun 2020
	69	<i>Journal of Education Research and Evaluation</i>	25492675	Universitas Pendidikan Ganesha	Reakreditasi Naik Peringkat dari Peringkat 3 ke Peringkat 2 mulai Volume 4 Nomor 3 Tahun 2020
	70	<i>Journal of Education Technology</i>	25498290	Universitas Pendidikan Ganesha	Reakreditasi Naik Peringkat dari Peringkat 3 ke Peringkat 2 mulai Volume 4 Nomor 3 Tahun 2020
	71	<i>Journal of Educational, Health, Community Psychology</i>	24608467	UAD Press, Universitas Ahmad Dahlan	Reakreditasi Tetap di Peringkat 2 mulai Volume 9 Nomor 3 Tahun 2020
	72	<i>Journal of Leadership in Organizations</i>	26568810	Universitas Gadjah Mada	Akreditasi Peringkat 2 mulai Volume 1 Nomor 1 Tahun 2019
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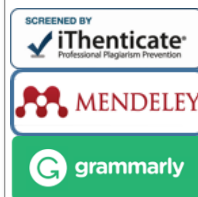
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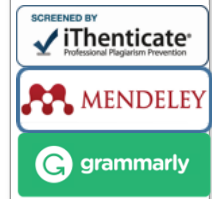
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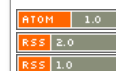
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Using the Job Demands-Resources Model to Predict Job Satisfaction of Employees in Indonesia

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Abstract

Although the job demands-resources model (JD-R) is getting much attention in the literature, there is limited, if any, empirical research in Indonesia. This study used the JD-R model to predict job satisfaction in Indonesia with a sample of 17,177 employees. Using data from the 5th wave of the Indonesian Family Life Survey, Exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and structural equation modeling (SEM) were performed for data analysis. The main findings revealed a positive relationship between job resources and job satisfaction, and a negative relationship between challenging job demands and job satisfaction beyond the contribution of gender, age, education, marital status, and job type. The findings of this study suggest that managers should provide employees with more resources and engage them in crafting behaviors.

Keywords: job demands, job resources, job satisfaction, JD-R model, Indonesia

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Introduction

Over the past years, organizational psychologists and economists have used the job demands-resources model to predict several outcomes for employees and organizations. For example, job demands and job resources got used to predict burnout of employees and performance of organizations (Bakker, Demerouti, & Verbeke, 2004) as well as health and wellbeing (Schaufeli, 2017). Other scholars have sought to investigate whether those job characteristics are related to job satisfaction (Yeh, 2015), a measure of life satisfaction of employees. Job satisfaction was stated as a fascinating variable given that it is directly related to quits and absenteeism (Freeman, 1978; Clark & Oswald, 1996; Hernández-Cantú & Medina-Campos, 2020), to health and wellbeing, and organizational performance (Aristovnik, Seljak, & Tomažević, 2016). Work-related factors got empirical attention in the literature as

Sedentary Screen Time as a Coping Strategy of Distance Learning-induced Distress during COVID-19 Pandemic

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Abstract

During the COVID-19 pandemic, medical students might be vulnerable to excessive screen time exposure to cope with distance learning-induced distress. This study aimed to evaluate the distress and screen time before and after distance learning was initiated. Data were collected from 215 subjects. Statistical significance was accepted at $P < 0.05$. The prevalence of distress among medical students was 25.61% and 27.06% before and after distance learning was executed, respectively. Academic-related stressor (ARS) was reported by 49.28% and 63.29% of students during the first and second surveys. The proportion of students with daily screen time ≥ 7 hours was 51.21% and 63.77% for the first and second surveys, respectively. ARS, interpersonal and intrapersonal-related stressor (IRS), social-related stressor (SRS), and average daily screen time significantly rose in 3-month-time ($P < 0.0001$, $P = 0.0014$, $P = 0.0261$, $P = 0.0022$). There was a significant association between distress and screen time ($P = 0.0313$). ARS was the leading cause of distress. The majority of respondents had a daily screen time ≥ 7 hours. Both distress and screen time levels significantly increased as distance learning kept progressing.

Keywords: COVID-19; distance learning; mental distress; medical students; screen time.

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The Role of Religiosity and Spiritual Meaningfulness towards Cyberbullying Behavior

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Abstract

Several previous studies have explained that cyberbullying has a negative impact on the victim. Currently, there are no research findings that examine the relationship between religiosity and spiritual meaning with cyberbullying. The current study is conducted to answer the gap of existing knowledge. The purpose of this study is to examine the relationship between religiosity and spiritual meaning with cyberbullying behavior. The research sample the students from a private university in Yogyakarta totaling 152 people (74 (49.3%) male; 76 (50.7%) female) who were taken by purposive sampling technique. Three questionnaires were used to collect the data. Regression analysis was implemented. The results of this study indicated that there is a very significant relationship between religiosity and spiritual meaningfulness with cyberbullying behavior. The implication of this research is to emphasize the role of religiosity and spiritual meaning for adolescents to prevent cyberbullying behavior.

Keywords: Religiosity, spiritual meaning, and cyberbullying behavior

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Introduction

Cyberbullying is any aggressive behavior that insults, humiliates, and threatens others over the internet by an individual or group of people repeatedly with the aim of hurting, insulting, and causing discomfort to others (Peter & Petermann, 2018; Barlett, & Chamberlin, 2017; Zych, Ortega-Ruiz, & Del Rey, 2015; Tokunaga, 2010). Cyberbullying is an act of bullying that is carried out in cyberspace, via the internet. In general, many teenagers experienced cyberbullying victimization through their social media (Safaria, 2016; Safaria, Tentama, & Suyono, 2016; Ang, 2015).

Internal Validation of the Warwick-Edinburgh Mental Wellbeing Scale: Rasch Analysis in the Indonesian Context

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Abstract

This study's purpose is to analyze the psychometric properties of the Indonesian version of the Warwick-Edinburgh Mental WellBeing Scale (WEMWBS) using the Rasch model measurement analysis to test its reliability of measurements, item fit statistics, rating scale functions, and differential item functioning. A total of 855 Indonesian samples completed 14-items in the Indonesian version of WEMWBS. The Rasch analysis indicates that the data fit the model, the item-person reliability is above 0.8, and the item-person separation is above the minimum requirement. All items in the instrument have met the statistic criteria indices in terms of outfit mean square as all item-measure correlation is above 0.4. The Likert rating scale analyses found the scale functioning properly and free from disordered thresholds. Lastly, DIF by gender was detected in three items. Further testing and refinement need to be conducted to ensure the reliability of the Indonesian version of WEMWBS.

Keywords: Mental Well-Being, WEMWBS, Validation, Rasch model, DIF.

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Introduction

People have become more interested in discussing positive mental health, which according to The World Health Organization (2004) is a foundation for individual and community well-being. Positive mental health allows individuals to function effectively, realize their ability, cope with the stressor, be more productive at work, and contribute more to the community. Mental health can be seen as human capital and physical health as mental illness correlates with a high social and economic burden to society (Keyes, 2013).

The measurement of well-being in Indonesia mainly utilizes Psychological (Eggleston et al., 2001; Rachmayani & Ramdhani, 2014) and Subjective well-being (Pandyaswargo et al., 2015) that tend

Counting Blessing: The Effect of Gratitude Training on Prosocialness among Teachers in Inclusive School

by Salma Salma

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Counting Blessing: The Effect of Gratitude Training on Prosocialness among Teachers in Inclusive School

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Abstract

Gratitude can motivate everyone to be pro-socially behaved, create a positive social relation, and build the sense of togetherness in the school community. This research examines to measure the effect of gratitude training on teacher's prosocial behavior in inclusive school with special need student (SEN). This is the quasi experimental research. There were 120 subjects divided into two groups, control and experiment. The treatment given to the experiment group was gratitude training. Data collected by using the sixteen items of the prosocialness scale for adults by Caprara et. al (2005) that has an excellent reliability ($\omega=0.980$, $95\%CI=0.972,0988$) and distributed twice on pre and post-test. Statistical analysis showed ($r_b=0.339$, $p=.001$, Hodges' $g=-3.000$, $95\% CI=-5.00, -1.00$) that is means gratitude training have had an effect that tends to be moderate to the teacher's prosocialness. However, this research's findings showed that gratitude is one of important psychological strength to motivate teachers' prosocialness in inclusive school. This finding can serve as recommendations for prosocialness improvement programs for inclusive teachers in Indonesia with all its realities.

Keywords: gratitude, prosocial, teacher, inclusive school, SEN

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Introduction

Inclusive education in Indonesia has been established since 2009, but the attention to the implementation itself is still considered a lack. This condition was illustrated in a research by Kaplan, Lewis, & Mumba (2007) which portrayed the inclusive education in three countries, namely England, Zambia and Indonesia. In his research, Kaplan et.al (2007) explained that the execution in Indonesia was still far from appropriate in terms of infrastructure, e.g. the school building's condition and its sanitation, the lack of participation from teachers and school's administration staff in informing the learning process and their inclusive attitude towards the students which built the students' negative perception. This implementation was also recorded by Sunardi, Yusuf, Gunarhadi, Priyono,

& Yeager (2011) by involving 186 inclusive schools which described that, in terms of school management, there were 19% inclusive schools which did not apply the appropriate student selection process without any record on how the teachers or other academic staffs performed in those inclusive schools.

A teacher plays a crucial role in the inclusive education. A research on teachers' performance in England conducted by Robinson (2017) claimed that teachers participating in the government's "on the job training" showed a crisis in teaching efficacy. Other previous success of providing researches such as Forlin (2010) criticized the inclusive teachers' performance highlighting the teachers' lack of preparation which was proven to be the obstacles in applying the inclusive education. This problem became urgent since preparing the teachers to become effective educators in an inclusive school was not an instant process (Blanton & Pugach, 2007). Internationally speaking, numerous criticisms regarding teachers' performances in an inclusive school were addressed to: 1) the teacher's knowledge and skills preparation in which the trainings provided were proven to be insufficient in improving their knowledge and skills (Hodkinson, 2005; Jones, 2006); 2) the attitude and psychological condition of the teachers who taught students with special needs in which, in this case, by having the positive attitude and good psychological condition, they would have been able to improve their teaching and overcome any possible obstacles (Slee, 2001; Lambe & Bones, 2006).

A teacher's positive psychological and social condition such as, patience, compassion and strong desire to assist students with special needs is predicted to be influential in the best education for those exceptional children (Safran & Safran, 2001). Other supporting studies claimed that when a teacher is in a good emotional state, he/she will be able to provide the necessary emotional support to students (Brown, Jones, LaRusso, & Aber, 2010; Tom, 2012), which will affect the students' adaptation process (Buyse, Verschueren, Verachtert, & Van Damme, 2009; Maldonado-Carreño & Votruba-Drzal, 2011). Several researches pointed out the importance of focusing on the teacher's psychological and social condition, especially not only those who teach the students with special needs but also including those who worked in an inclusive school due to the considerable challenge in teaching these children which demanded patience, tolerance and empathy, acceptance and other

positive attitudes including having a willingness to help students achieve learning goals and develop their potential (Robertson, Chamberlain, & Kasari, 2003; Yell, Katsiyannis, Drasgow, & Herbst, 2003). Social psychological demands as mentioned earlier are attached to the role of a teacher. In performing their job duties, teachers often have to be capable to help, care for, or entertain students. A series of voluntary actions to help is a definition of prosocialness (Bar-Tal, 1982; Batson & Shaw, 1991; Schroeder, Penner, Dovidio, & Piliavin, 1995).

Prosocial behavior in adult individuals can be done to obtain certain interests, social meaning, and heuristic values. In adulthood, a person's tendency to act prosocial may receive threats or obstacles from interpersonal experiences (such as experiences in the work environment) that change a person's intention or goal to help, for example, personal competition, achievement, and individual strengths. Besides depends on the capacity of adults themselves to assist, support others, and actively build or maintain strong social relationships (Eisenberg et al., 2002). Teachers in inclusive schools with a description of the work context and tasks that must be done are an example of an identical adult's job role with high demands in showing prosocial behavior.

The process of prosocial sense making has been studied to have a positive impact on the formation of organizational commitment. Teachers who have a prosocial sense will interpret personal actions and identities as caring for the organization (school). An indicator of a teacher having good affective commitment is a prosocial sense of the school where he works (Grant, Dutton, & Rosso, 2008). This also indicates that teachers have an attachment to the school where they work (Grant, Dutton, & Rosso, 2008). Prosocial behavior is also synonymous with extra-role behavior as a description of organizational citizenship behavior (Robbins, 2002). Teachers who have prosocial behavior will be willing to volunteer to do work with full of commitment and even do tasks outside the minimum responsibility assigned to them and not easily pass the responsibility on to colleagues. Furthermore, prosocialness will make teachers have satisfaction with their work (Aydin & Aslan, 2021).

Teachers should be able to be role models of prosocial behavior for students and the surrounding community. For this reason, teachers need to have and develop high interpersonal sensitivity and a caring attitude to respond effectively to problems that arise both in the school environment and in the community.

Previous research reports that one of the factors that is quite consistent in influencing the formation of prosocialness is gratitude (e.g. Tsang, 2006; Bartlett & DeSteno, 2006; McCullough, Emmons, & Tsang, 2002). Some theorists believe that gratitude is a function of nurturing social relations through mutual encouragement, prosocial behavior between benefactor and recipient (Algoe & Haidt, 2004; Emmons & McCullough, 2004).

The potential positive effects of gratitude in individuals and society are numerous, and researchers are only beginning to explore them. Gratitude also shows an important impact at workplace. Andersson, Giacalone, & Jurkiewicz's (2007) research shows that employees associated feelings of gratitude with a greater sense of social responsibility towards coworkers and social issues. Early research on gratitude focused primarily on the role of gratitude in social exchange. For example, Trivers (1971) theorizes that gratitude evolves to increase the odds prosocial behavior will be reciprocated, thus perpetuating reciprocal altruism and its health-related benefits. McCullough and colleagues theorize that gratitude serve as moral or prosocial barometer that a philanthropist deliberately giving benefits or assistance to other people (beneficiaries) then beneficiaries will be motivated to acting up prosocial back to generous (McCullough et.al, 2001; McCullough et al., 2006). Research has supported that individual more likely to evoke experience gratitude in return (Lane & Anderson, 1976; Tesser, Gatewood, & Driver, 1968). So, gratitude maybe advance and maintain an economic motive in exchange for action prosocial (Tsang & Martin, 2019).

Gratitude is gratitude addressed to other people that is raised through social exchanges between the person being assisted and the person who provides assistance (generous) (Blau, 1964). Research has shown that gratitude has positive effects not only for the person being helped but also for the helpers themselves. Expressions of gratitude seem to function as a moral booster in enhancing prosocial behavior (McCullough et al., 2001). A study has shown that when assistance from helpers is appreciated by beneficiaries then helpers are

more willing to help these beneficiaries again (Clark, Northrop, & Barkshire, 1988; Rind & Bordia, 1995) and to help others (Clark, Oullette, Powell, & Milberg, 1987; Goldman, Seever, & Seever, 1982).

An individual with a high sense of gratitude is associated as the person who can easily grasp and comprehend the positive value of every event and channel it to others (Emmons & McCullough, 2003). In particular, gratitude is considered to be positively related to optimism and hope, disallow negative feelings such as depression and anxiety, and aiming to support social relation. Moreover, gratitude can increase a person's success in life (Emmons et. al., 2003). Researches on gratitude in an education institution atmosphere revealed that gratitude can motivate everyone to be pro-socially behaved, create a positive social relation, and build the sense of togetherness in the school community (Chan, 2013). This research's hypothesis is that gratitude training has a positive effect to teachers' prosocialness in inclusive schools.

Unfortunately, studies concerning on a teacher's prosocialness in the context inclusive education, particularly experimental studies by applying psychological interventions, have never been conducted (e.g Majoko, 2019; Brown, 2019) which described teacher's prosocialness was part of the competencies that need to be developed and taught to students in inclusive schools. This research applied experimental design which attempts to scrutinize the effectivity of the intervention based on the psychological empowerment provided to those who teach students with special needs through the gratitude training. Gratitude has been shown to predict more prosocial behavior (McCullough, Kilpatrick, Emmons, & Larson, 2001).

Method

Participant and Procedures

This study applied the quasi experimental method. Recruitment of participants is carried out openly by determining certain criteria based on theoretical considerations, for example, by considering the gender-balanced proportion of participants in the treatment group and the control group. The number of participants was determined a priori by considering the type of statistical test to be used (Wilcoxon with matched sample), the

statistical power, effect size, and measurement error. Using the G-power statistical program by inputting/choosing some criteria such as: one-tail hypothesis model, normal distribution, probability error ($\alpha=0.05$), effect size ($d=0.3$); and statistical power ($1-\beta=0.95$), the estimated minimum total sample size is 47 each group or a total of 94 participants from both groups. Through a selection process based on criteria (educational background, age, type of disability of the students, and grade level), 120 teacher from at least 7 public junior high school in Semarang and its surroundings. All participants also confirmed that they had never attended previous training based on psychological strength. They also signed informed consent as a form of willingness to be involved as research participants. In the informed consent, there was a brief description of the research, the rights and consequences of being a participant, and the confidentiality of participants' identity.

At first, participants were randomly assigned to one of two conditions. In the *identity threat condition*/experimental group ($N=60$), participants were given a gratitude training 2 times for 2 months; in the *control condition* ($N=60$), participants were not provided with the training at all. To perform a manipulation check, we required participants to fill out a prosocialness scale. Participants were presented with a detailed information letter and were informed that our study aimed to investigate the interplay between gratitude and prosocialness. Measurement was conducted twice by providing subjects with pre-test and post-test using the The sixteen items of the prosocialness scale for adults by Caprara, Steca, Zelli, & Capanna (2005). This is a Likert type scale with five response options, namely never/ almost never correct (coded 1), sometimes true (coded 2), sometimes true (coded 3), often correct (coded as 4), and almost always/ always true (coded 5). Reliability test shows ($\omega=0.980$, $95\%CI=0.972$, 0.988), it can be said that the scale has an excellent reliability. Some examples of statements in Caprara's (2005) prosocialness scale (the first 6 statements) include: *I am pleased to help my friends/colleagues in their activities, I share the things that I have with my friends, I try to help others, I am available for volunteer activities to help those who are in need, I am emphatic with those who are in need, and I help immediately those who are in need*. The control in the experiment was done by matching subjects to demographic characteristic. The teachers' demographic data can be seen from this table.

Table I
Teachers' Demographic Data

Data	Group	
	<i>threat condition</i>	<i>control condition</i>
Sex :		
male	28	28
female	32	32
M age	41.61	41.34
SD age	5.029	4.913
Age range	32-52	33-51
Education background :		
Bachelor in special education	0	0
Others	60	60
M SEN with physical disability at the class	3.2	3.17

Note: SEN (*special educational needs*); M (Mean); SD (Standard Deviation)

Condition

The distance between one training and the next training is 3 weeks. Both the experimental group and the control group each measured 2 times, the initial measurement and the final measurement. Initial measurements were considered as baseline data or pretest for the experimental group. The baseline prosocialness data are as follows: group with treat conditions (M = 50.817, SD = 4.180) and control group (M = 49.883, SD = 3.608).

After the initial measurement was carried out, treatment in the form of gratitude training was given to the experimental group (group with treatment conditions). Each meeting was given four gratitude training sessions, include: gratitude appraisal, gratitude recounting, gratitude reflection, and expression of gratitude. The detailed description and purpose of each gratitude training session is as follows:

Session I: Gratitude reappraisal

In this session, subjects were asked to identify the negative responses based on their past experience. Then, they were trained to change their perspectives towards their negative experiences by searching the silver lining of every event to produce the sense of gratitude.

Session 2: Gratitude recounting

In this session, subjects were trained to express their happiness according to their own subjectivity by sharing things that they were fully grateful of. This aims to measure their tendency in expressing their gratitude and understand the importance of feeling gratitude.

Session 3: Gratitude reflection

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This session asked the subjects to open their eyes to all the good things that had happened to them after coping with the obstacles preventing them to feel grateful. The training provided a state of self-reflection by observing other misfortune people around them.

Session 4: Expression of Gratitude

In this session, the subjects were asked to practice expressing their gratitude by all means necessary. This was considered effective enough to improve their emotional welfare.

The final condition was considered a posttest for the experimental group. After the entire treatment session was given to the experimental group, the final measurements were taken. Both the experimental and control groups were measured at the same time and place. The analysis of the hypothesis was carried out by comparing the final measurements of the two groups.

Result

To test the validity of the identity threat manipulation, a type of t-test for independent groups was conducted. Mann Whitney independent sample t-test was conducted with the prosocialness score as a variable and treat and/ or no treat as grouping variable. Prosocialness score was slightly higher in the threatening condition ($M=53.767$, $SD=3.027$) than in the non-threatening condition ($M=50.583$, $SD=5.649$), $W(1190)=-0.339$ (rank biserial correlation/ r_B), $p=.001$, Hodges' $g=-3.000$, 95% $CI=[-5.00, -1.00]$. In support of the gratitude training has an effect even though it is relatively small ($r_B=-0.339$) to show prosocial behavior (prosocialness). Thus, the research hypothesis that there is an effect of gratitude training on the prosocialness of teachers in inclusion schools can be accepted.

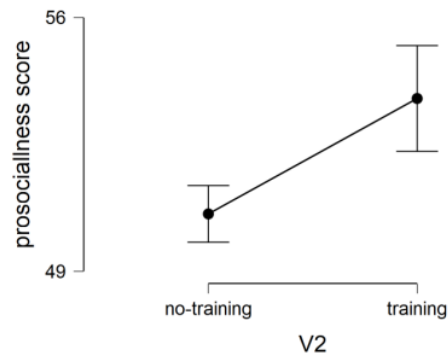


Figure 1. Descriptive Plots of Prosocialness score

Figure 1 is a plots diagram showing the mean difference in teachers' prosocialness scores from the time of the final measurement, in the treatment condition group and the control group. The treat condition group showed higher mean prosocialness scores after gratitude training. The following table provides more detailed information on the results of the descriptive analysis and different tests of the two measurements (initial and final) in the two groups of participants (with treat conditions and control conditions).

Table 2

Wilcoxon paired sample t-test of Prosocialness score in Experiment and Control Group

	M pre	M post	SD	SD post	W	p	r _B	95% CI
	pre							
experiment	50.817	53.767	4.180	5.649	1246.500	***	0.508	0.256 , 0.696
control	49.883	50.583	3.608	3.027	450	0.066	0.351	-3.400e-5, 3.000

Note: pre (pre-test); post (post-test); W (Wilcoxon value); p (significant value) *** = <0.01; r_B (rank-biserial correlation coefficient); CI (convident interval)

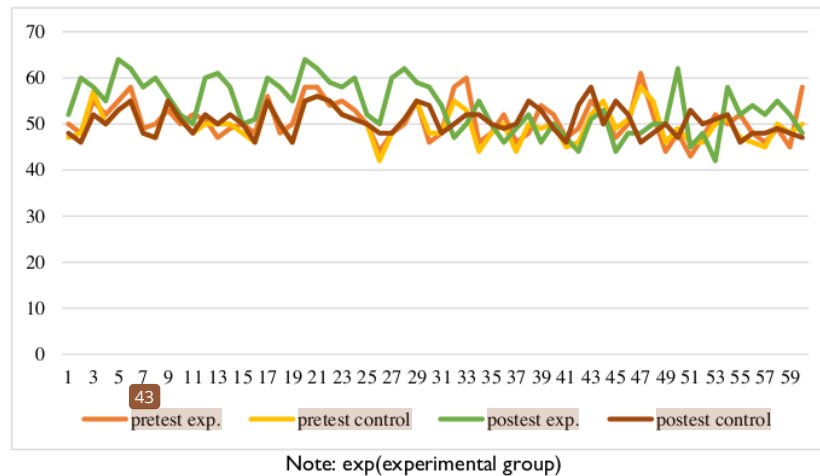


Figure 2. Prosocialness scores of participants in the control and experimental groups

The prosocialness scores of each participant in the control and experimental groups in the pre-test and post-test measurements are shown in the graph above. It can be seen that the scores on the initial measurement in the control and experimental groups were relatively the same. Thus, control through matching and randomization can be said to be successful. Looking at the post-test scores of the experimental group (green line), it appears that more than 90% of the total participants showed a higher score than their pre-test scores (orange line). However, this was not the case in the control group. Post-test scores in the control group (yellow line) show similarity to their pre-test scores (brown line).

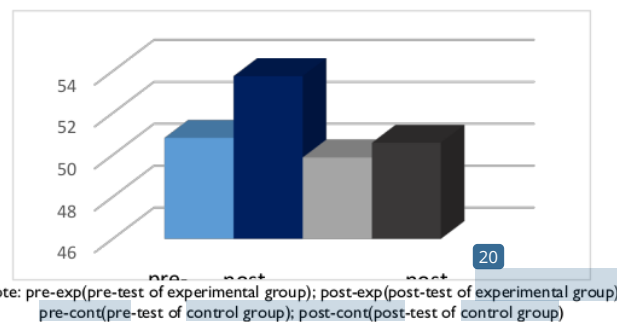


Figure 3. The Pre-test and Post-test Mean Scores of The Experimental and Control groups

Looking more accurately, the bar chart in Figure 3 shows the difference in mean prosocialness scores in the two groups (control and experiment) from the initial measurement (pre-test) and the final measurement (post-test).

Discussion

Gratitude training is, basically, a strength-based intervention relying on a person's increasing positive potential by being grateful for every life event. This can not only be expressed through spoken language, but also in some stages which must be gone through so that an individual is able to express his/her real gratitude consciously in their behavior.

This study verifies findings from previous studies which report that gratitude motivates prosocial behavior (Bartlett and DeSteno 2006; Tsang 2006; Tsang et.al, 2019). Previous experimental studies also reported an effect of gratitude on prosocial behavior although the effect found was not large (Tsang et.al, 2019). Considering the previous literature, generally, gratitude can be interpreted as a positive emotional reaction to benefits received as goodwill of others (beneficiaries). Gratitude experiences with positive emotions will make individuals feel positive about benefits and generosity. Therefore, one of the possible consequences of gratitude is prosocial behaviour towards one's benefactor (McCullough et al., 2001; McCullough, Tsang, & Emmons, 2004). Using the Broaden Built theory framework, positive emotions experienced by individuals can be a resource that will strengthen the emergence of these positive emotions or other positive emotions. For example, when someone is satisfied to receive benefits from others will encourage feelings of gratitude (Fredrickson, 2004). Furthermore, this gratitude will be strengthened and generate a sense of empathy and compassion so that it is motivated to help others, at least repay the kindness of those who have helped them.

Showing prosocial behavior seems to be part of a teacher's role. The demands for high prosocial behavior are higher for teachers who teach and assist students with special needs. Gratitude training motivates prosocial behavior in teachers since gratitude along with its manifestation applied by a teacher who teaches students with special needs will not only affect the students but it will also provide some sort of emotional control and

prioritizing the positive emotion within (Howells, 2012). That emotional states can mediate helpful behavior is not a new idea. Many previous studies have documented that a positive mood can enhance prosocial responses (e.g. Carlson, Charlin, & Miller, 1988; Isen & Levin, 1972). However, this effect is known to be limited by the hedonic limitation that only applies as long as the assistance requested is inexpensive for the helper as described by the Moral Affect Theory. The relationship between gratitude and prosociality is also explained by the Moral Affect Theory of McCullough et al. (2001). This theory defines gratitude as a moral emotion with three essential functions. As a moral barometer, gratitude indicates to the recipient that a philanthropist has given him a gift. As a moral motive, gratitude encourages prosocial behavior in beneficiaries both directly to benefactors and people. Finally, as a moral reinforcer, gratitude increases the likelihood that the benefactor will act prosocially to the recipient in the future. In line with the Moral Influence Theory on gratitude (McCullough et al. 2001), prosocial behavior is a response to gratitude. Gratitude can influence individuals to return favors through prosocial behavior (Bartlett and DeSteno 2006; Tsang 2006). Bartlett and DeSteno (2006) found that individuals who receive help from others experience gratitude and are more likely to show prosocial behavior to benefactors or other people. A reciprocal picture of the benefits obtained from others, namely by doing good or giving benefits to that person and being extended to others (Tsang et.al, 2019).

The emphasis of the goal of gratitude is to encourage one's prosocial actions, even if these actions are detrimental to oneself at this time. Meanwhile, gratitude and prosocialness research involving teachers as participants is still very rare. This is the aim of this research that gratitude will have a major effect in increasing the social behavior of teachers in inclusive schools without certain hedonistic boundaries. This emphasis is important given the context of inclusive education in Indonesia.

The national implementation of inclusive education in Indonesia is by transforming public schools into inclusive schools (Minister of National Education Regulation, 2009). This means that the school, which was originally a regular school by only providing educational services for normal students, must gradually provide educational services for students with special needs to study together under one roof with normal students. This reality makes

regular school teachers have to adapt to new demands, namely to become inclusive teachers. It is not easy to teach and assist students with special needs to learn with normal students in class. Teachers who are accustomed to accompanying students to learn independently and quickly, with students with special needs certainly require teachers to provide assistance even individually to students during the learning process. In such situations, the teacher may not receive previous assistance; instead the teacher must provide assistance without hedonic restrictions. Therefore, the concept of gratitude which is emphasized is more personal awareness, not awareness of social norms.

The concept of gratitude which is personal awareness, for example, is gratitude which is based on the value of religiosity. There are several studies proving that spiritual and religious people tend to be more grateful. Individual those who experience the properties of religion, for example, their prayers are answered and /or experienced a miracle from God, were also more likely to report feelings of gratitude (Adler & Fagley 2005; Lambert, Fincham, Braithwaite, Graham, & Beach, 2009; Sandage, Hill, & Vaubel, 2011; Tsang, Schulwitz, & Carlisle, 2012). As it is well known that several world religions teach about the importance of gratitude (Emmons & Crumpler, 2000). It then follows that one possible consequence of gratitude is prosocial behavior toward one's benefactor (McCullough et al., 2001; McCullough & Tsang, 2004). As a religious country, of course, it is grateful to be part of the characteristics of the Indonesian population. Thus, strengthening the characteristics of gratitude will influence the intention to increase prosocial behavior. It can be understood that the teacher's gratitude for whatever has been accepted and given by God morally religiosity must be rewarded by doing good and helping students regardless of the conditions. For example, if the teacher is grateful for the physical and spiritual health favors given by God, the teacher will repay the blessings given by God by helping students who are not perfect physically and mentally. Therefore, the findings of this study prove that strengthening the experience of gratitude for teachers has a great effect on their prosocialness.

This study had some limitations that should be noted. Firstly, all data were based on teachers' self-reports, which could lead to common method variance issues. The use of multiple methods of assessment would be beneficial in future research. Secondly, This

research limits the types of disabilities of students to physical disabilities. Even though this is a form of control in this experimental study, the results will be richer if there are several groups of teacher as participants in the experiment teach students with different types of disabilities. Mostly research about gratitude used scenarios as well as did in this study. Gratitude study that uses scenarios has potential limitations. First, gratitude studies using scenarios have the potential for low psychological realism (Hegtvedt, 1990). Second, participants reading a gratitude scenario may have difficulty experiencing the emotion of gratitude. This is what likely makes this grateful training have a low effect on individual prosociality. However, the results of this study still support previous studies that reported the effect of gratitude on prosocial behavior (eg Bartlett & DeSteno, 2006; Grant & Gino, 2010; Tsang et.al, 2019). However, a study conducted by Tsang et.al (2019) found that there were variations in the size of the help received with the emotions of gratitude shown by the participants. Even though a small favor is enough to encourage reciprocal behavior, it may not be big enough to generate an emotion of gratitude. In one of the gratitude training sessions, participants are invited to imagine the precious things they have received. This valuable thing seems to need to clarify its size or operation so that it will probably have a large difference in effect.

Conclusion

Based on the findings, it can be concluded through 4 sessions in the training of gratitude training has an effect in increasing the prosocialness of teachers in inclusive schools. Inclusive school teachers got benefit from the existence of gratitude training which can encourage them to do more prosocial behavior. Teachers' prosocial behavior has become the job demand characteristics of teachers, especially who teach students with special needs in their classes. Furthermore, teachers' prosocial behavior (including helping, empathy, loving, and being responsible for social problems in the workplace) becomes an asset in helping students learn, including students with special needs. This program can be recommended for all teachers who teach students with special needs, considering the realities of the implementation of inclusive education in Indonesia, to help teachers to increasing their psychological and social strength.

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