

The Influence of Gratitude Training in Increasing The Subjective Well-Being of Parents of Down Syndrome Children

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Abstract: This research seeks to discover the influence of gratitude training in increasing the subjective well-being of parents of Down syndrome children. The subjects in this study are six parents who have Down syndrome children a SLB Negeri 2 Yogyakarta. The data in this study uses the scale of subjective well-being the research scale is based on the Likert scale model with four alternative answers. The data obtained was analyzed using Wilcoxon analysis. The results of data analysis shows the difference index (z) of the pre-test and post-test is Z score = -2.214 with the significance level of the pretest and post-test score of $p = 0.027$ ($p < 0.05$), meaning that it is significant and that the hypothesis can be accepted. This explains that there is a difference in subjective well-being before and after the training and saw an increase after being given gratitude training. The research results show that there is a significant influence on the improvement of subjective well-being when given treatment in the form of gratitude training.

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INTRODUCTION

In recent years, there has been increasing interest in the world of research and discourse on the subjective well-being among children and adults^[1]. Happiness can refer to many things such as pleasure, life satisfaction, positive emotions, a meaningful life or a feeling of contentment. Some researchers use the term well-being as a term of happiness itself. The concept of well-being refers to an optimal psychological experience and function. Well being is a sign of high happiness and low stress levels as a whole^[2]. The individual's view of well-being in him is called subjective well-being. According to Vandembos^[2], subjective well-being is the result of an evaluation of the quality of life by

accumulating the emotional dynamics that exist in the individual; this aims to realize how well the circulation of life is which is called effective well-being.

Subjective well-being can be experienced by anyone, including mothers. The subjective well-being of mothers is strongly influenced by family circumstances^[3]. The better the family condition, the better the subjective well-being felt by the mother. This is in line with research results^[4] stating that married mothers have a higher level of subjective well-being than those who are not married.

According to Seligman, the term happiness is also widely known in positive psychology. Psychological theory uses terms that can be defined operationally, namely subjective well-being. Happiness in positive

psychology is the ultimate goal of all activities, efforts and struggles in life. One important sign that happiness that is being sought by someone is happiness that is sought as the ultimate goal, meaning there is no other goal after achieving happiness. Happiness in life is something that gives hope in the lives of many people where everyone craves a happy life, including parents of down's syndrome children.

In Indonesia the tendency of down's syndrome in children aged 24-59 months has increased. Based on the Ministry of Health's Basic Health research, in 2010 the prevalence of Down's syndrome was 0.12%, however, the value increased to 0.13% in 2013. In other words, 0.13% of children aged 24-59 months in Indonesia suffered from Down's syndrome. In 2015, the prevalence of Down's syndrome was quite high compared to other disabilities when viewed according to type of disability. Deaf children only account for 0.07% of children aged 24-59 months. Based on estimates from the World Health Organization (WHO), there is one incidence of down's syndrome per 1,000 births to 1 per 1,100 births worldwide. Around 3,000 to 5,000 children are born with this condition every year. WHO estimates there are 8 million people with Down's syndrome in the world.

Every child will experience a period of growth and development in his life. If the child's mental development is mature, the regulation of emotions, thoughts and adaptations of the child to the environment will be good but if their mental development is delayed, there will be a pervasive development disorder which includes Down's syndrome, mental retardation, Asperger's syndrome, rett syndrome, autism as well as concentration Disorders Attention and Hyperactivity (ADHD).

Mangunsong states that the reaction of parents that first appears when they find out that their child had a disability was a feeling of shock, shame, surprise and not believing in the reality that happened to their child while some parents were forced to accept their condition^[5]. This indicates that the subject had low subjective well-being.

A family may feel incomplete without the presence of a child. Children are considered one of the determinants of family happiness^[4]. All married couples want their children to be born normally and perfectly but some families have children with special needs such as Down's syndrome. Every parent wants to be happy, although, their child has Down's syndrome. Parents hope to have healthy children, both physically and mentally but in reality not all couples are blessed with healthy children and may have children with early developmental disorders such as Down's syndrome^[6].

Hurlock^[7] argues that the level of acceptance of parents in accepting children with Down's syndrome is strongly influenced by the level of emotional stability in solving a problem. Education, the number of family

members, structure in the family and cultural are also of influence. The subjective well-being of parents towards a child is a reflection of his acceptance. Parents who have good self-acceptance can easily accept their children's shortcomings and vice versa. The negative impact of parents who have low subjective well-being is their anxiety about the future of Down's syndrome children who are psychologically depressed.

According to Hurlock^[7], all young children need more time, attention and energy from their parents compared to older children but children who are mentally handicapped constantly need their parents even though they have reached the age where they should be more independent.

The description above is supported by the preliminary study results of the teacher curriculum in SLB Negeri 2 Yogyakarta on October 3, 2018:

"Most children with Down's syndrome are treated differently from other children but all of them treat their children possessively that is too loving, so, the child is not given space and makes the child lack independence. There are also those who don't care very much that the child is entrusted with his house maid. Yes ... the parents of children here still find it very difficult to accept their situation. Their acceptance is still very minimal, so, their parents say my children can really do it themselves, even though what happens is their children still need special attention, independence must still be taught but their parents force their children. "Yes ... sometimes the parents like to beat his child which is very rude. It happened in front of me and when it happens at school I finally scolded his parents. The behavior of a child with Down's syndrome is different to us, it may even be considered relatively abnormal, so, if the child is a little naughty then you should just accept it. We try to make the children comfortable at school but sometimes parents do the opposite. There are those who are scared to reach out to their children, you do meet those kind of people.

The results of the interview indicate that there is a lack of satisfaction in the individual. Life satisfaction is one aspect of subjective well-being; aspects of life satisfaction are also important in distinguishing subjective well-being from happiness in general. The existence of dissatisfaction in one domain in life can affect the subjective well-being in the individual; the existence of dissatisfaction in the individual is indicated by the existence of complaints of the presence of Down's syndrome children will have a major influence on the family, especially, for mothers who become the closest figure of the child.

Parents who can accept the condition of their children tend to have a more positive assessment of their lives while parents who are less able focus more on events that are natural subjects. Each individual's experience is a positive or negative judgment which typically includes an

assessment of all aspects of one's life called subjective well being^[8]. This is reinforced from the results of the researcher's preliminary study of parents with Down's syndrome children dated October 5, 2017.

"When I saw the birth process I was suspicious because she was different from her sister when she was born. I guessed there must be an abnormality in her brain, honestly I felt sad because she was different from the first child. I felt bad at the time because the villagers thought my son was cursed. I used to be disappointed and hated the existence of my daughter and it was not easy to accept. Sometimes I'm too lazy to even go out. Now she is 11 years old, at first I wanted her to attend school at SLB but there is a cost, so, I just lock her inside the house and won't let her out".

Based on the interview excerpt conducted by the researchers above, it can be seen that parents who have children with special needs are more susceptible to feeling disappointed, sad and embarrassed because they feel that they are responsible for everything their children experience. The feelings experienced by a mother who has children with special needs, especially, Down's syndrome is sure to create additional work for her, such as requiring her to give intensive attention for the development of her child. In addition to more work, she also thinks about the future of her child when the child has entered the age of marriage. The above constraints make mothers have worse mental health, a more disturbed physical health and a lower quality of life^[9]. Mothers continue to bear the burden of raising children, so that, they are more susceptible to stress related to child care and often show depression, anxiety, health concerns, future concerns, social isolation and low self-esteem. Mothers of Down's syndrome children tend to experience anxiety and fear related to the limitations of their children.

The amount of stigma and stereotypes that exist in society towards Down syndrome children makes parents or families have greater stressors and more diverse conditions and situations. The stress of parents of Down's syndrome children is more focused on the relationship of the characteristics of the child such as behavioral and emotional problems. Apart from these obstacles, the stress in parents of children with Down syndrome is caused by a variety of concerns related to financial problems, physical independence, education, marriage, work and the personal needs of the children^[10].

Reichman presents two sides of the impact of the presence of children with special needs in the family system. On the positive side, it will broaden insights in caring for children with Down's syndrome, increase sensitivity to their inner strength, improve family togetherness, encourage relationships within the community and improve religious activities. On the negative side, the treatment of Down's syndrome children

will take up time and family finances, increase physical and emotional demands and induce the complexity of providing needs related to raising children with special needs.

According to Hurlock^[7], although, all young children need more time, attention and parental energy than older children, handicapped children continually need their parents even though they have reached an age where they should be more independent. Subjective well-being can be seen from the presence or absence of happy feelings. When someone judges his environment as an environment that is interesting, fun and full of challenges it can be said that he feels happy and shows an optimal feeling of happiness. The happiness of parents of Down's syndrome children will decrease when parents have children with abnormalities.

Subjective well-being is generally influenced by two factors, namely internal and external factors. Internal factors include genetics, perspective and traits and personalities^[8]. In nature and personality, there are characters and emotions that shape character and personality, one of them being gratitude^[11].

According to Emmons and McCullough^[12], gratitude is one of the real predictors of subjective well being. Emmons and McCullough also explained that gratitude is one form of positive psychological intervention that can improve subjective well being where someone with gratitude will feel happiness and high life satisfaction without any other reason for them to be happy. Strengthened by research^[13], gratitude can help someone to overcome various situations and conditions faced in one's life. Subjective well-being is an evaluation of the dimensions of his life and gratitude will help someone to give a more positive evaluation of life, so, they will have high subjective well-being.

According to Emmons and McCullough^[12], gratitude is the feeling of something great and appreciation for the benefits received interpersonally and transpersonally from God. When parents experience stress and shock when they are told that their child has Down's syndrome, they view the situation with a negative perspective, causing the parents to feel burdened with the situation and resulting in a decline of happiness and may even feel unhappy of having a child with Down's syndrome.

Research conducted by Emmons and McCulloch^[14] shows gratitude as part of godly behavior and how one is able to thank God. Their research shows that gratitude affects physical and psychological well-being. One of them is when people document their gratitude on a weekly basis and pray for what they have been given with gratitude; they may then feel their lives are better and more optimistic to face the days ahead.

Individuals who are able to be grateful can see the conditions they experience with a more positive perspective, so that, they feel unencumbered by the

situation, even motivated to improve their subjective well-being as gratitude for grace changes the situation that was accepted at that time. Gratitude will make someone view events that are not in line with their expectation from a positive point of view, so that, it will not make them stressful when experiencing unpleasant events.

Through gratitude training, a person's negative thoughts that lead to stress will change into positive thoughts that can make them happy and thankful and will be able to make them appreciate whatever they receive in life because they consider everything to be a blessing given by God, including for parents who have children with Down's syndrome.

Based on the explanation above a form of psychological intervention in the form of gratitude training is needed for parents of children with Down syndrome to see its influence on subjective well-being which tends to be low. This gratitude training will lead to a more grateful behavior, so that, they can see the positive values they have in the midst of their child's condition. Improving subjective well being in older people who have Down's syndrome children will also give parents more leverage in caring for children and accompany the child, so that, the child's condition will improve and develop more optimally. On this note, the researchers were encouraged to conduct research on the "Effect of gratitude training to improve the subjective well-being of adults who have Down's syndrome children".

MATERIALS AND METHODS

The study: This research is entirely the work of the researcher, except for the part referred to in the source and mentioned in the bibliography; this research is also not a replication. Previous research results that were relevant to the research problems are described below:

The research conducted by Putri^[15] with the title of "Effect of self-management abilities to improve the subjective well-being of elderly women in nursing homes". The results of this study showed an increase of subjective well-being after the administration of self-management training. In this study, there is a difference in the training provided namely gratitude training to improve the subjective well-being of parents of children with Down syndrome.

Rakhmawaty^[16] conducted research with the title "The effect of emotional regulation training on improving the subjective well-being of people with diabetes mellitus". The results of this study show that pre-test and post-subjective tests indicate that there are differences in subjective well-being after participating in the training. The equation of this study is the dependent variable of subjective well-being while the difference in this study lies in the type of training given; the above mentioned study was regarding self-regulation training, while this study focuses on gratitude training.

Wahyunita^[17] conducted research with the title of "The influence of dhikir relaxation training towards improving the subjective well-being of wives experiencing infertility". The results of the effect size estimation indicate that the dhikr relaxation training has a large effect on aspects of life satisfaction because it can explain variants of life satisfaction as well as positive and negative effect variants of 83.36%. The equation in this research is the dependent variable of subjective well-being, while the difference from the above study lies in the treatment that uses dzikir relaxation training.

In 2016 Rahmanita conducted research on the effectiveness of gratitude training to improve the subjective well-being in hypertensive patients. The results of this study indicated that there were significant differences in the value of life satisfaction (SWLS) ($t = 9.624$, $p = 0.000$ $p < 0.01$) between the experimental group and the control group ($t = 10.931$, $p = 0.000$ $p < 0.01$). The equation of this study relates to the training provided, namely gratitude training to improve subjective well-being while the difference lies in the subject to be studied and the design of the study used in this study.

The results of this study showed that there were significant differences in SWB between the experimental and control groups. From these results it can be concluded that gratitude training is effective in increasing SWB for the Alimin Gloves Factory workers. The respondents of this study were 24 factory workers. The equation of this research is giving gratitude training while what differentiates from this particular study lies in the subject.

Findings: Gratitude training was carried out to improve the subjective well-being of parents who have Down's syndrome children, touching upon points such as self-reflection which aims to remind people that they have received gifts from others, relate to others and encourage them to introspect. Writing thank you letters has a positive impact on the life of the subject because individuals who are grateful for the help they receive will also try to reciprocate with kindness.

Down's syndrome according to Mangunsong are those who have the same physical abnormalities and face appearance that are similar to one another. Kusuma explains that Down's syndrome is a condition of the under development of physical and mental development of children caused by abnormalities in chromosome development. This chromosome is formed due to the failure of a pair of chromosomes to separate themselves when there is division. Chromosomes are special fibers contained within each cell in the human body where there are several genes that determine one's traits.

The reaction of parents of Down's syndrome children when they know their children are disabled are loss of self-esteem, shame, ambivalence, depression, self-sacrifice and rejecting reality^[5]. The results of the study say that parents who have Down syndrome children

experience stress and depression that are far more significant than parents who have normal children^[5]. This stress comes from a variety of things, such as the lack of gratitude of parents, seeing the children's growth and development and social pressure. These stressors usually make parents unable to resist and are unable to face the fact that they have children who are disabled, thus, making them have no satisfaction in their lives that in turn affects their low subjective well-being.

This situation shows that parents who have Down's syndrome children have high stress and low subjective well-being.

Eid and Larsen explains that subjective well-being is a person's perception of his life experience which consists of cognitive evaluation and affection towards life and represents psychological well-being. While according to Emmons^[18], gratitude is a cognitive, emotional and behavioral construction.

Indati notes that parents who have children with Down's syndrome are expected to be able to accept the condition of their children because the acceptance and sincerity of parents can support the child's proper growth and development. It is key that parents can accept the condition of children with special needs who experience Down's syndrome. The rejection of children will actually inhibit the growth and development of children with Down's syndrome. Parents often experience obstacles from their surroundings, both from the family and community around them. The social environment tends to be less respectful, trivial, insulting and considers their child strange or even as a curse from God. Parents are also anxious about the future of Down's syndrome children who psychologically make parents feel depressed.

Parents who feel themselves useless, embarrassed, sad and stressed having a Down's syndrome child indicates a very low subjective well-being^[19, 20] explains that one form of intervention of positive psychology that can be used to improve subjective well-being is through gratitude. Grateful individuals not only experience positive affections like happiness more often but also enjoy life satisfaction. They also tend to experience less depression, anxiety and jealousy. Hence, grateful individuals will find it easier to achieve high subjective well-being.

Gratitude as one of the predictors of subjective well-being was found in several studies while stress in accepting the reality of life has a negative impact on a person, such as feeling sad, hopeless and feeling worse compared to others. Emmons and McCullough^[14] state that gratitude has an emotional and interpersonal advantage. This is because feelings of gratitude can lead to positive emotions such as inner calm, feeling more comfortable and achieving better interpersonal relationships.

Therefore, to improve one's happiness, gratitude training was provided to improve subjective well-being with points that included reflecting on themselves by writing three questions about themselves, writing thank you letters, reading about gratitude, offering gratitude and sharing between groups. This is reinforced by Rahmanita's^[21] study of the effectiveness of training in improving subjective well-being in hypertensive patients showing that gratitude training is very influential in improving one's subjective well-being, proving life satisfaction in hypertensive patients who receive intervention in the form of gratitude training compared to sufferers of hypertension that were not given a thanksgiving training intervention. There was a significant increase in affective values in hypertensive patients who were given thanksgiving training interventions compared to hypertensive patients who were not given thanksgiving training interventions. Third, a difference was also seen in the value of subjective well-being in hypertensive patients who were given gratitude training intervention compared to a group of hypertensive patients who did not.

The gratitude intervention module is a guide for increasing gratitude and happiness, so, parents of Down's syndrome children will have more positive emotions and thoughts, sincerely accept their child's condition and have a more meaningful (prosperous) life. The study mentions a positive relationship between character strength and subjective well-being. Park, Peterson and Seligman surveyed 5229 adults and found that individual characteristics such as hope, enthusiasm, gratitude, love and curiosity were consistently and strongly related to life satisfaction. Gratitude is one of the factors that affect one's well-being. Scientific research also found a strong relationship between gratitude and well-being^[11]. The study of Emmons and McCullough^[14] in 385 subjects aged 22-27 years who were asked to write a journal about the negative events they experienced, things to be grateful for and neutral life events found that participants who wrote the things they were grateful for had a high degree objectivity and better and more consistent well-being. Waitkin^[12] revealed a close link between gratitude and the welfare component that gratitude is a positive emotional experience that will add positive and cognitive memory. The more often someone is grateful, the more emotional the experience and positive the memory (recollective); Diener calls this condition as subjective well-being.

It is further explained that with gratitude, individuals are able to sincerely, accept everything that happens in their lives. Some previous studies show that there is a relationship between gratitude and subjective well-being. Based on the description above, the researchers conducted gratitude training to improve the subjective well-being of the subject of parents who have Down's syndrome children.

Table 1: Descriptive statistics of research

Variables	N	Mean	SD	Minimum	Maximum
Pre-test	6	53.50	2.739	49	56
Post-test	6	63.67	5.164	58	69

Table 2: Results of Wilcoxon's analysis

Variable	Z score	Sig. (p)	Hypothesis
Pre-test and Post-test	-2.214	0.027 (p<0.05)	Is accepted

RESULTS AND DISCUSSION

The results of data analysis shows the difference of the (z) index score of the pre-test and post-test was -2,214 with a significance level of $p = 0.027$ ($p < 0.05$) meaning that it was significant and that the hypothesis was accepted . It can be explained that there were differences in subjective well-being before and after being given gratitude training. In this case the researcher dug deeper by making observations and interviews with the research subjects (Table 1 and 2).

The results at the time of the study took place on the first day of training. Subjects felt the positive effects of the introduction and all subjects widely understood the meaning of gratitude, they also expressed gratitude when they were given the material. All subjects felt differently before and after the training.

Subjects felt calmer and more sincere in being parents of Down syndrome children. On the last day, material on positive emotion was given to express gratitude for all the subjects issued and all their emotions after being given the training. The increase in the effectiveness of well-being on the subject was influenced by the sessions of each material in the training in this study; the speakers on the gratitude material in this study were also very understanding and knowledgeable on the subject.

Based on the scale analysis results on aspects of life satisfaction, there was an increase in the life satisfaction score of the experimental group because the subjects could better understand and interpret the things to be grateful for in their lives after receiving gratitude training. The subjects realize that there are many small and large things in their daily lives that need to be grateful for.

The group settings in this study allow the subjects to create very close interpersonal relationships. Subjects have an atmosphere of mutual trust, understanding, openness, various perceived problems, empathy, positive feedback and affirmations. Subjects can also share and compare experiences and conditions they experience with other subjects. This process is felt to be very useful to increase the sense of gratitude among the subjects. This is in line with the study of El-Bantane^[22] which explains that individuals will be easier to be grateful when comparing themselves with others.

The letter writing session (gratitude letter) had a positive impact on the life of the subject because a grateful person will appreciate the assistance he receives

and will try to repay the good deed^[14]. Subjects are able to express their gratitude to people who have done them good deeds by writing gratitude letters to them. During the training the subjects were asked to read letters and share their gratitude with other subjects in the group until an attitude of openness emerged. The subject also received input about positive things about himself and other individuals from the identification of gratitude in the group.

In addition to writing gratitude letters, the subjects were also given daily tasks in the form of gratitude exercises in daily life that was useful in increasing the gratitude of the subjects. This is in line with the research of Emmons and Cullough^[14] who found that individuals who write down the things they are grateful for have a higher level of subjective well-being because gratitude is part of godly behavior and is a form of how one is able to thank God. Daily journal writing focusing on gratitude was done every day for three days of the training, so that, it can increase the openness of thoughts about things to be grateful for in life. Subjects are trained to open up their thoughts on things that can make them more grateful. The openness of thought written in a daily journal can be beneficial for psychological health^[23].

Research shows that gratitude affects physical and psychological well-being. One aspect is when people document their gratitude every day, they feel their lives are better and more optimistic to face the following days, all of which could be seen from the development of the subject when given the daily assignment in the form of a gratitude journal.

Discussing together in groups can also build positive perceptions of life and enhance the subject's ability to enjoy life. Sharing groups will make individuals more appreciative of life^[24]. The training subject enjoys life by being grateful for what the he has. This process is able to open the mind and provide understanding of the subject and make the subject aware of life, so that, they are able to survive when experiencing difficult situations.

Another session in this gratefulness training also uses positive emotions due to gratitude. The subject is given the opportunity to interpret every event he experiences every day and share it during training. The exchange of meaning or input from fellow participants is also very useful and helps participants to realize gratitude in every event. After the end of the training session, the subject tries to better recognize himself and accept himself as he is and be comfortable with the life he lives. The subject realizes that all humans are unique and have many things to contribute to the surrounding environment. The subject also began to accept whatever problems arose in his life by thinking positively and accepting the condition of his abnormal physical and mental conditions by opening his mind and getting input from other group members the subject feels uplifted and optimistic to live this life. They

also agreed to assume that having a Down's syndrome child is not a barrier to committing good deeds and being grateful as well as being positive to live a fulfilling life.

The explanation above can be discussed in depth in theory. Eid and Larsen explain that individuals are said to have high subjective well-being if they experience life satisfaction, often feel joy and rarely feel unpleasant emotions such as sadness or anger. Conversely, individuals are said to have low subjective well-being if they are not satisfied with their lives, experience little excitement and affection and more often feel negative emotions such as anger or anxiety.

According to Diener etc., subjective well-being consists of scientific analysis of how individuals value individual life itself. These evaluations include people's emotional reactions to events, individual moods and individual judgments forming around individual fulfillment, overall life satisfaction and specific domains of individual lives.

Another thing can be explained during the gratitude training process contains points such as self-reflection which aims to remind people that they have received gifts from others, relates to other people and encourages introspection. Writing a thank you letter has a positive impact on the life of the subject; this is because individuals who are grateful for the help they receive will also try to reciprocate with kindness. Furthermore, Emmons and McCullough^[12] argue that gratitude is one of the real predictors of subjective well being. Emmons and McCullough also explained that gratitude is a form of positive psychological intervention that can improve subjective well-being where a person will feel happiness and high life satisfaction without any other reason for being happy. This is reinforced by the results of Savita^[13] describing that gratitude can help a person to overcome various situations and conditions faced in one's life.

Qualitatively the participants also explained that they feel more satisfied with the life they are living now. The participants explained that they could view everything they have more positively. Jackowska *et al.*^[25] argue that expressing gratitude can increase optimism for life. The participants described that they were more positive and confident in looking at the days ahead. The impact most participants felt was the reduction of negative emotions such as anger and reduced feelings of worry or anxiety.

McCullough^[19, 26] explain that exercising gratitude will help to eliminate negative emotions which can inhibit feelings of anger, jealousy and bitterness. In line with this, Lai^[27] found that grateful people have lower negative emotions and also have lower physical complaints. This is in accordance with the findings of the gratefulness training participants. Participants feel a reduction in physical pain complaints such as dizziness, tense shoulders or other physical complaints.

Based on the results of qualitative data, it was found that the ability of subjects to increase subjective well-being also varies. This can be seen from the increase in the value of life satisfaction and the different affections of each participant. The difference is influenced by differences in each participant in understanding gratitude and absorbing training materials as well as the different learning processes of each participant.

Discussion of individual results: This individual analysis was used to dig deeper into the research subject. Data used as the basis for individual analysis in this study include: results of observations, gratitude journals, interviews.

The conditions of subjective well being during pre-treatment are obtained from the average of each aspect; the results can be seen in the following discussion:

Subject NW: The subject NW has one child aged 9 years with a diagnosis of Down's syndrome, her occupation is as a housewife and has a high school educational background.

Based on the results of NW's subjective well-being scores, it was found that the subjective well-being scores obtained had increased. Her score before treatment was 52 and is categorized as moderate, after treatment the score increased to 58 in the high category. This shows that the subject of NW experienced a good increase in subjective well being and benefitted from the training.

The results of observations during the study saw that subject NW was very active in describing her problems while participating in the gratitude, the subject was also shown to be enthusiastic in sharing her parenting experiences. Judging from the facial expressions of the subjects, they appeared sad and cried when sharing their experiences in raising their children. The verbal and nonverbal communication of the subjects showed that they were able to talk clearly and also talked using hand gestures. From the results of observations and interviews during the training, NW generally actively listened and sometimes gave solutions to the participants who were sitting next to her. During the gratitude material, NW was very focused on listening to the material provided by the facilitator and sometimes asked him questions. When a video with the theme of gratitude was played during the session, the subject looked sad and cried but this did not affect her enthusiasm during the training. Whereas based on the results of the interview, NW described the changes he experienced during the training. In the beginning the subject still found it difficult to accept, after participating in the training the subject felt the effects of gratitude and felt that her life satisfaction increased and had better positive emotions.

Furthermore, based on the results of the gratitude journal, during the training the subject realizes that each child has a unique personality and each has their own

strengths and weaknesses. During journal writing time, she said that she felt close to the people who wanted to listen to her all this time. During the training the subject felt a positive impact and felt the true meaning of being grateful.

Subject WS: The subject WS has one child diagnosed with Down's syndrome who is 18 years old, the subject is a housewife with a high school educational background. Based on WS's subjective well-being score results, it can be seen that her subjective well-being scores increased; before the treatment the score was 56 and fell into the medium category, while the score increased to 69 in the high category after training. This shows that WS also experienced improved subjective well-being and benefitted from participating in the treatment.

Observation results during the study showed that the subject WS was still in denial when attending gratitude training (still reluctant to share her story). This could be seen from the subject's visible body language when sitting the subject tended to lean on the chair and her legs were often shaking. Her facial expression was often sad when voicing her opinion but was sometimes laughing when sharing stories of her cute child. Her verbal and nonverbal communication was good by pronouncing the sentences clearly and moving her hands when telling her story. She was also enthusiastic when listening to the facilitator and other group members.

Moreover, based on the results of the gratitude journal exercise the subject felt that she had to be grateful for her child because she has the support of her family and friends all this time. Results of the interview showed that the subject felt a real sense of gratitude through the gratitude training and material. The subject felt that she should be more grateful for the presence of her child and gained many other positive benefits from the gratitude training because she gained more knowledge and was more open and expressive in expressing her feelings.

Subject IS: The subject has four children including one child with Down's syndrome. IS has a high school educational background and is a housewife. Based on the subjective well-being scores, IS experienced an increase in her subjective well-being scores which was 53 before treatment and fell in the moderate category whereas the score increased to 59 in the high category after treatment. This shows that RB experienced an increase in subjective well-being and benefitted from the treatment. Observation results during the study showed that subject IS followed the gratitude training very well; this was seen from the body language of the subject that was sitting stiff and focused on the facilitator. Her visible facial expressions were sad when sharing experiences on caring for their children. The verbal and non verbal communication of the subject is very good because she

can share her story smoothly and use hand gestures in explaining her story. She wrote a letter addressed to her child, with the hope that her child can develop into a child who is devoted to their parents.

Furthermore, results of the gratitude journal shows that IS was very eager to fight for her child, after participating in the training IS was very accepting of the condition of her child and is grateful for her children. From the interview results IS felt relieved to be able to release her inner feelings after all this time. The subject also felt the positive benefits from the training and felt her life was very meaningful and was more eager to care for her child. Through the gratitude subject material, the subject IS fully realizes what real gratitude is.

Subject TG: The subject TG has three children including one child that was diagnosed with Down's syndrome aged 10 years. The subject had a bachelor's education background. Based on the subjective well-being score results of TG, it can be seen that there was an increase in the subjective well-being scores; before treatment TG had a score of 49 in the moderate category, the score increased to 60 in the high category after treatment. This shows that subject TG experienced an improved subjective well-being and gained benefit from the training.

The observation results during the study showed that subject TG followed the gratitude training very well which was seen in the body language of the subject who always chose a sitting position in front of the mothers. TG was always smiling when talking about her child. The verbal and non-verbal communication of the subject was still unclear during the sharing session but the subject was very enthusiastic and always moves her hands when telling them. She was also very enthusiastic and cooperative when listening to the stories of other group members. When the subject was asked to read the thank you letter, she read it in a low voice.

Based on the results of the gratitude journals during the training, the subject wrote a letter describing things about her child where he goes to the mosque to pray in congregation and feels that she has learnt a lesson and happy to have a pious child.

Subject SR: Subject SR has four children including one child diagnosed with Down syndrome aged 20 years. Her last education level is junior high school and she is currently a housewife.

Based on the results of subjective well-being scores obtained by SR, it can be seen that the subjective well-being scores experienced an increase, the score was 56 in the moderate category before training and it increased to 68 in the high category after the training. This shows that SR experienced improved subjective well-being and benefitted from participating in the subjective well-being training.

Observation results from the study show that the subject SR participated in the gratitude training very well, it was seen that the body language of the subject was organized and followed the training flow very well. The subject's facial expressions looked sad when talking about her family. The verbal and non-verbal communication of the subject shows a cooperative attitude during the sharing session; she also spoke clearly and smoothly and used hand gestures. Subjects also shared experiences with other members. The subject read a letter addressed to her children and grandchildren with full emotion.

Furthermore, based on the results of the gratitude journal exercise given during training, the subject realizes that the child she has now must be sincere. The subject felt that since her son attended SLB N 2 Yogyakarta she felt a sense of satisfaction in her life, so, she could be patient in educating her children and accept it sincerely and with gratitude for the blessings of Allah. She gained new knowledge, especially when the Faculty of Psychology of UAD held gratitude training for parents who have Down's syndrome children. From the results of the interview, SR felt great pleasure in taking part of the gratitude training, the subject felt even more grateful and happy to be a mother of a Down's syndrome child.

CONCLUSION

This study aims to improve the subjective well-being of parents who have Down's syndrome children. Hypothesis testing was done to test the effectiveness of gratitude training in improving the subjective well-being in parents who have Down syndrome children before and after being given the training.

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