

# EFFECTIVENESS OF GRATITUDE INTERVENTIONS IN SCHOOLS TO INCREASE SENSE OF SCHOOL BELONGING TO HIGH SCHOOL STUDENTS

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## Keywords

*Gratitude intervention, Sense of school belonging, High school students*

## ABSTRACT

A sense of school belonging that tends to be low has an impact on problematic behavior at school, so effective psychological intervention is needed. One form of intervention carried out is gratitude intervention. This study aims to determine the effectiveness of gratitude interventions in increasing the sense of school belonging of high school students. This study uses a quantitative approach with the type of experimental research, and the design used is a pre-experimental one group pretest-posttest design. The research was conducted on students of SMA Negeri 5 Soppeng with 34 students. The determination of research participants was using the purposive sampling technique. Data were obtained by filling out the Psychological Sense of School Membership (PSSM) scale before and after the gratitude intervention. The validity of the PSSM scale was calculated using the Aiken's V test and obtained a coefficient of 0.88, while the reliability test used Cronbach's Alfa, with a reliability coefficient value of 0.86. The data analysis technique uses the N-Gain score test. The results showed that the average score of sense of school belonging before the intervention was 40.15, while after the intervention it increased to 73.5, the results of the hypothesis test using the difference index (N Gain Score) recorded an increase of 55.9. Thus, the hypothesis in this study is accepted, which means that gratitude interventions in schools are quite effective in increasing the sense of school belonging of high school students.

## INTRODUCTION

Education is an important aspect of every individual's life, and the school environment plays a central role in a student's personal and academic development. One of the crucial factors for a positive experience at school is a sense of school belonging (SoSB). The importance of SoSB in students can be a protective factor for students in reducing the risk of drug use, school absenteeism and violence (Ripperger-Suhler & Loukas, 2016). The importance of SoSB in students' lives has a positive impact on students by making them more empathetic, optimistic, self-esteem and a subjective feeling of happiness (Dukynaitė & Dudaitė, 2017). In addition, SoSB can save students from psychological problems such as stress and depression (Abdollahi & Noltemeyer, 2018). In fact that one in four students have a low SoSB and about one in five students report that low levels of academic engagement, in particular SoSB receive little attention in the world of Education compared to academic achievement (Allen & Kern, 2017). The consequences of low SoSB in students have an impact on the tendency to engage in problematic behaviors in school, mental illness and low academic achievement (Allen et al., 2021).

In addition, the low SoSB has an impact on the high dropout rate (Korpershoek et al., 2020). Based on the results of statistics in 2021, the highest dropout rate in Indonesia is at the high school level of 1.12% and the dropout rate in Indonesia is increasing along with the increase in education levels. The

results of PISA 2018 show that there is a science literacy gap between urban and rural students, where urban students have superior SoSB scores. The PISA report shows that 27% of schools in Indonesia experience difficulties in teaching and learning because students skip school. 20% of students skip class, and 9% of them are because teachers are absent. Factors that affect student attendance levels include the roles of teachers, classmates, and parents (Dukynaitė & Dudaitė, 2017). Based on the results of the initial data survey conducted on 27 high school students with an age range of 16-19 years, the results were obtained that only 4 (14.8%) students felt respected in the school environment and were involved in school activities. 7 (25.9%) students felt that they were able to complete the task well. Based on the results of interviews conducted by Fadil (2023) on students on complaints felt at school, from the results of the interviews, it was revealed that the students felt pressured by school rules that were too strict and lacked support from teachers. In addition, they sometimes experience unfair treatment, both from teachers and friends at school.

From the feelings expressed by the students, it can be seen that they lack a sense of belonging or connection to the school. Humans have a fundamental need to feel a sense of school belonging in their social group (Goodenow & Grady, 1993). This need also applies to students, where they need a sense of belonging to the school as part of their social group. Students who have SoSB are more likely to feel more accepted, feel respected, be able to engage in learning activities at school and feel supported by teachers and parents (Goodenow & Grady, 1993).

SoSB is a fundamental skill that students must have. According to the research of Zhao et al. (2012), having a high SoSB can have a positive impact on students, namely increased academic achievement, reduced risk of depression and mental disorders, and increased positive social behavior. Low academic achievement, difficulties in interacting with both peers and teachers will be felt by students who have low levels of social and emotional well-being of SoSB (Prince & Hadwin, 2013).

The perception of belonging in students is influenced by two main factors, namely external factors and internal factors (L. H. Anderman, 2003). A conducive and supportive classroom environment, positive relationships with teachers and peers, and parental or family support are external factors that affect students' sense of belonging. Peer acceptance, or acceptance from peers, plays an important role in fostering a sense of belonging in students. A sense of acceptance, appreciation, and involvement by peers can make a significant contribution to increasing students' sense of belonging. Experiences in friendships play an important role in helping students adapt emotionally, where they feel safe and emotionally connected with their peers. On the other hand, experiences in a group affect students' perception of their membership in a friendship group. Peer support emerged as a key factor in fostering students' sense of belonging (L. H. Anderman, 2003).

SoSB students are influenced by internal factors, one of which is their perception of social interaction in the school environment. According to Prince & Hadwin (2013), SoSB is formed when students have a positive outlook on their relationships with teachers, interactions with peers, and opportunities to engage in school activities. The level of interaction and acceptance that everyone wants is different. This is influenced by their perception of belonging and their experience in the group. These differences in needs are also related to the cognitive processes of different individuals (Prince & Hadwin, 2013). The sense of connection and belonging with others affects how we view them. This makes individuals see friends and group members in a more complex and profound way (Santröck, 2011).

This study examines how students' negative perception of themselves (low SoSB) can affect their motivation and social relationships. This internal factor of students is the main focus of the research. Based on L. H. Anderman (2003) research that in order for students to have an attachment to the place where they are studying, it is necessary to improve their internal factors such as self-esteem, emotional experiences in the classroom so that they can give rise to positive perceptions of students. Students' negative perception of school can limit them from seeing positive things, such as the contributions of teachers, friends, and other elements of the school, and make them focus on the negative aspects. High negative perceptions limit students' perspective and make it difficult for them to be grateful and see positive things in their lives (E. M. Anderman, 2002). The level of gratitude can have a significant influence on the level of SoSB (Dani et al., 2021).

Gratitude is a feeling of happiness that arises when a person realizes and appreciates the good things in his life (Watkins, 2014). Emmons et al. (2003) explained that gratitude is a feeling of admiration, gratitude, and appreciation for the kindness received. Gratitude has a positive impact on an individual's personality, emotions, social life, and happiness (Emmons & McCullough, 2012). According to experts, gratitude has many benefits, such as building positive social relationships, increasing

prosocial behavior, and reducing negative behavior (McCullough et al., 2002). In addition, individuals who feel grateful tend to feel a sense of abundance, a tendency to appreciate small things and record appreciating the positive contributions of others (Disabato et al., 2016). Other research proves that students who get used to feeling grateful have an impact on positive emotions in increasing motivation (Yamanaka et al., 2022). Likewise, a study conducted by Diebel et al. (2016) that gratitude diary writing interventions are effective in helping students improve SoSB by focusing on positive experiences and contributions from individuals in the surrounding environment.

Gratitude can be increased by the form of intervention, namely by writing in the form of a gratitude journal (Gabana et al., 2019). Gratitude training, one form of intervention, has been shown to be effective in helping individuals reduce anxiety while facing exams (Mukhlis, 2016), mental well-being (Bohlmeijer et al., 2022), students' academic engagement and motivation (Gleason, 2022), improve quality relationships (Algoe & Zhaoyang, 2016), and gratitude have a positive impact on students' academic motivation (Nawa & Yamagishi, 2021), as well as as an intervention in depression and anxiety (Heckendorf et al., 2019). The benefits of gratitude have been proven by various studies, where gratitude has been shown to be effective as an intervention to improve SoSB, mental well-being, academic engagement, relationship quality, and lower anxiety levels. In contrast to the results of research conducted by Shuttleworth (2018) that gratitude interventions have not been proven to have a significant effect in improving SoSB in students. Given the limitations of previous studies, this study aims to repeat it by using different respondents.

The gratitude intervention module refers to Hayati & Andayani (2018). The time of gratitude intervention carried out in the previous study was two days. Repetition carried out two days in a row through the intervention further strengthened short-term memory, that is, the memory of facts, words or information that lasted for a few seconds to a minute or more (Fatah & Risfina, 2023). Two consecutive days of intervention cannot provide enough time for individuals to learn and adjust well (Paradigm, 2012). This research needs to be modified with the implementation of interventions that are carried out for two weeks. The researcher modified the duration of the intervention for two weeks, to give time for students to process the information they have received and provide an opportunity for students to apply what they have learned during the intervention (Susanti & Asyanti, 2022). In this study, the researcher wants to conduct research on gratitude interventions to increase the sense of school belonging in high school students. The study focused on students with moderate to low SoSB and the respondents in this study were high school students in the age range of 16-19 years. The age range of 16-19 years is the early to late adolescence for high school students, where they undergo various physical, mental, and social transformations. A typical problem that arises in adolescence is the relationship between adolescents and more mature people (Santrock, 2011).

The urgency of this study is to increase gratitude in students who have SoSB problems in the school environment. The researcher decided to conduct this study to determine the effectiveness of gratitude interventions in schools to increase the sense of school belonging in high school students. The purpose of this study is to test the effectiveness of gratitude interventions in schools can increase the sense of school belonging in students. This effort is made so that students feel accepted, appreciated, and can complete their assignments optimally. Through gratitude interventions, it is hoped that SoSB in students can increase. The improvement in SoSB can be seen from the involvement of students and contributions to teachers, friends or staff in the school environment.

## **METHODS**

This study uses a quantitative approach with the type of experimental research. This study uses a pre-experimental one group pretest-posttest design. This study is a gratitude intervention in students who have a medium to low sense of school belonging at SMAN 5 Soppeng. The gratitude intervention stage consists of Grateful Recounting (counting simple blessings received), Grateful Reflection (reflecting on the kindness of others), Grateful Expression (expressing gratitude and gratitude through letters), Grateful Reappraisal (looking back at the positive side of negative events that have been experienced). The goal is for participants to be able to implement gratitude interventions in their daily lives. After doing so, they will evaluate their progress and continue to show gratitude. After completing the experiment, all participants replenished the sense of school belonging coesioner directly after the intervention.

The determination of participants in this study uses the purposive sampling technique with nonrandom sampling, the researcher determines the sample according to certain characteristics. The

participants who were targeted in the research were; students of SMAN 5 Soppeng who are in Soppeng Regency, participants are selected based on the results of the pretest sense of school belonging with the medium to low category. Participants who were eligible for the study received informed consent and an information sheet about the gratitude intervention. If the participant agrees to participate in the gratitude intervention, the participant signs the informed consent form and participates in the implementation of the gratitude intervention. The research participants were 34 students consisting of 9 males (26.5) and 25 females (73.5). The participants in this study are adolescents who have a moderate to low sense of school belonging. The age range of participants consisted of 16-17 years old as many as 25 students (73.5) and 18-19 years old as many as 9 students (26.5), the sense of school belonging coordinator was given directly at the school and all participants came from SMAN 5 Soppeng. Study participants received five gratitude intervention sessions over two weeks. The intervention module given to the participants has been validated by an experienced psychologist who has a psychologist certificate. The demographic data of the participants obtained included gender, age, and class.

Psychological Sense of School Membership (PSSM), is used to assess the level of students' sense of school belonging (Goodenow & Grady, 1993). The scale of sense of school belonging consists of five aspects; relationships with peers, relationships with teachers, feelings towards the school, feelings of acceptance and appreciation and participation in school activities. Participants were asked to rate their level of conformity to eighteen statements, five of which were given inverse scores; for example, "I feel like an important part of this school". Participants rated their level of conformity on a five-point scale ranging from "Sanagat not conforming" to "Very conformity". These items were summed to produce a total sense of school belonging score, with higher scores indicating a better sense of school belonging. Cronbach's alpha = .87 in previous studies (Goodenow & Grady, 1993). suggests that this scale is internally consistent; in this study, Cronbach's alpha was .86.

A total of 34 students with a moderate to low level of sense of school belonging became experimental participants, participants who were selected to be research participants were asked to be willing to sign a consent form to participate in the gratitude intervention. The gratitude intervention procedure received four gratitude intervention sessions with a duration of 60 minutes per session and ended with a review session with a duration of 20 minutes (Wong et al., 2018). The gratitude intervention method consists of assignments, discussions and worksheets. Gratitude interventions are scheduled once a week with a maximum time of 90 minutes for each session. At the first meeting, the facilitator introduced himself, explaining the objectives, benefits and contracts during the implementation of the gratitude intervention. Followed by the giving of ice breaking before entering the explanation of the recounting and reflection sessions. The second meeting began with an ice breaking before entering the expression, reappraisal and review sessions. The participants who participated in and completed five gratitude intervention sessions, in this session participants filled out a posttest in the form of the same sense of school belonging scale when filling out the pretest. The gratitude intervention material is as follows:

In the recounting session, participants understood the concept that there is no difference between big and small favors, everything is valuable and meaningful. In this session, participants were divided into groups and asked to name the kindness they felt was most important to them. The facilitator asked participants to name and discuss the one kindness that is most important to the group. Ask participants to write down the three blessings obtained in the past year, the last month and the blessings received today at school. At the end of the session, the facilitator asked the participants to write down the kindness they received or gave to their friends for one week.

In the reflection session, participants were able to transform the awards or nikamt received into a feeling of gratitude. The facilitator gave instructions to the participants to write down as many as three fun experiences that they were grateful for while at school. The facilitator asked participants to read the results of the work that they thought was the most memorable. At the end of the session, the facilitator invited participants to recall their feelings of receiving kindness that had been written in session I.

In the expression session, participants expressed their gratitude directly. In this session, the facilitator reviewed the material of the previous material meeting by asking each participant about their feelings after applying writing kindness for a week. The facilitator asked participants to write a thank you note to someone who has given something meaningful in the school environment. Ask participants to read the letter that has been made and express it directly to the intended person. At the end of the

session, the intended person was asked to describe their feelings after receiving an expression of gratitude, then participants were asked to describe their feelings regarding the success of expressing gratitude.

In the reappraisal session, participants understood the concept that there is always wisdom to be grateful for from every unpleasant experience. The facilitator asked participants to write down their school-related pleasant and unpleasant experiences on the gratitude worksheet. Participants were asked to share their experiences that they had written. The facilitator invited participants to review the unpleasant experience and find out what lessons were gained from the experience. At the end of the session, the facilitator asked the participants to conclude together that unpleasant experiences will always be encountered, but there will always be wisdom to be thankful for.

In the Review Session, the facilitator asked participants to summarize and conclude the material that had been obtained in the previous session. In this session, the facilitator invited participants to take turns summarizing what had been obtained from sessions I, II, III, and IV.

Descriptive analysis is a method used to describe data obtained through tables, graphs, and charts without drawing conclusions or extrapolating it. It is used to characterize sample data from study participants. Normalized gain analysis evaluates the increase in sense of school belonging. The N-Gain test assesses the effectiveness of a learning method or treatment by calculating the difference between pretest and posttest scores. The gain score helps individuals determine the effectiveness of a given method.

## RESULTS

Participants in this study were limited to the level of sense of school belonging to the medium to low category. The normative categories of sense of school belonging are as follows:

**Table 1.** Pre-test Result Category

Category	Formula	Value	Frequency	Percentage
Low	$X < 54 - 12$	$X < 42$	16	47,1
Medium	$54 - 12 < X < 54 + 12$	42 - 66	18	52,9
<b>Total</b>			<b>34</b>	<b>100</b>

Based on Table 1, it shows that the hypothetical mean of the sense of school belonging scale used in this study is 54, with a hypothetical standard deviation value of 12. The results of the pre-test sense of school belonging score were categorized as low with a total of 16 participants (47.1%), and the score in the medium category with a total of 18 participants (52.9%). It was concluded that the sense of school belonging from 34 research participants was dominant in the medium category.

**Table 2.** Categorization of Post-test Results

Category	Formula	Value	Frequency	Percentage
Low	$X < 54 - 12$	$X < 42$	0	0
Medium	$54 - 12 < X < 54 + 12$	42-66	15	44,1
High	$54+12 < X$	$> 66$	19	55,9
<b>Total</b>			<b>34</b>	<b>100</b>

Table 2, explains that the results of the post-test sense of school belonging score are in the low category with 0 participants (0%), medium category with 15 participants (44.1%), and high category with 19 participants (55.9%). It was concluded that the sense of school belonging of 34 research participants was dominant in the high category.

**Table 3.** Installment-installment pre-test day post-test

Experiment	N	Mean	Std. Deviation
Pre-test	34	40.15	7.890
Post-test	34	73.50	8.649

Table 3, explains that the average in the pre-test and post-test in the participants. The mean score in the pre-test was 40.15 with a standard deviation of 7.890 and the mean score in the post-test was

73.50 with a standard deviation of 8.649, so it can be concluded that there was an increase in the mean score from pre-test to post-test by 33.35.

**Table 4.** N-Gain Score Hypothesis Test

<b>Shoes</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
< 40	Ineffective	1	2,9
40 – 55	Less Effective	14	41,2
56 – 76	Quite Effective	19	55,9
<b>Mean</b>		56,66	
<b>Max</b>		74,50	
<b>Min</b>		33,87	

Based on Table 4, it shows that the mean N-Gain score in the study participants is 56.66, the maximum score on the N-gain score is 74.50 and the minimum score of N-Gain score in the participants is 33.87. The categorization of N-Gain scores was ineffective with the number of 1 participant (2.9%), the N-Gain score in the category was less effective with the number of 14 participants (41.2%), and the N-Gain score in the category was quite effective with the number of 19 participants (55.9%). It was concluded that the highest score of gratitude intervention in student research participants in the category was quite effective.

**Table 5.** Results of the Mann-Whitney test for male and female gender groups

<b>Descriptive</b>			
	<b>Group</b>	<b>N</b>	<b>Mean</b>
N-Gain Score	Man	9	11,17
	Woman	25	19,78
<b>Sense of School Belonging</b>			
	Z		-2,228
	Sig (2-tailed)		0,024

Based on the results of data analysis (Table 5), it shows that the mean of the male gender group is 11.17 and the mean gender of women is 19.78. The Z value is -2.228 and the Asymp.Sig value. (2-tailed) of 0.024, The results show that  $p = 0.024$  ( $p < 0.05$ ), meaning that there is a significant difference in the sense of school belonging in the male and female genders. This difference shows that female participants have a higher sense of school belonging than men as a result of gratitude intervention for SMA Negeri 5 Soppeng students.

Participants in this study were limited to high school students who had a moderate to low level of sense of school belonging. Participants totaled 34 students who participated in the gratitude intervention for 2 weeks. This study uses a pre-experimental one group pretest-posttest design, so that this study only has one group and all participants follow the research flow. Based on descriptive analysis, students' sense of school belonging in the post-test was categorized as high. The high sense of school belonging of students is influenced by student involvement in the implementation of the intervention. In line with what has been explained by Uslu & Gizir (2017) that student involvement in learning can increase students' sense of school belonging. The results of the N-Gain score in the research participants were categorized as quite effective. Gratitude interventions at school are quite effective because they are influenced by positive emotions such as feeling happy. In line with what has been explained by Emmons & Shelton (2023) that gratitude can affect positive emotions such as feelings of happiness. Gratitude interventions are quite effective because they are influenced by differences in the level of motivation of participants in the implementation of gratitude interventions.

The results of qualitative data analysis from the gratitude intervention worksheet consisted of a recounting session, Through a recounting session by writing down the kindness received or given to friends, students can feel happy and happy. The recounting session helps students cultivate a more grateful and appreciative perspective about the circumstances and events at school (Froh et al., 2008). Expressions of gratitude by writing down the kindness received can improve social relationships, feel life satisfaction and feel happy (Emmons et al., 2003). In the Reflection session, students feel grateful to have friends. Through gratitude reflection individuals can identify positive and negative experiences, as

well as increase awareness of the blessings they have received (Watkins, 2014) and can increase participants' positive assessment of other students' contributions to the school (Emmons et al., 2003). In the expression session, students felt happy and happy. Through the use of expression sessions in gratitude interventions, participants were able to feel more comfortable discussing the value of friendship with friends and develop greater respect for them (Lambert et al., 2009) and a higher awareness of the power of friendship relationships (Lambert et al., 2010).

In the Reappraisal session, students who experienced unpleasant experiences such as being scolded, ridiculed by their peers and punished re-evaluated negative events experienced in a more positive way (positive reframing), especially at school, This can help participants see school as a meaningful and easy-to-understand environment (Lambert et al., 2009). In the Review session, students feel happier, more confident, and have a connection with friends. Positive emotions such as feeling happy, like, love and happiness can lead students to positive behavior and contribute to the formation of students' sense of school belonging (Azmi, 2015). Positive emotions are emotions when individuals experience something pleasant that can have a positive effect on themselves and increase self-confidence, as well as social skills in the classroom (Saputri et al., 2023).

As a result of this study, gratitude interventions in schools are quite effective in increasing the sense of school belonging of high school students. The increase in students' sense of school belonging was influenced by the provision of gratitude interventions. Through the concept of gratitude, it can provide individuals with an understanding of how experiences and expressions of gratitude can affect psychological well-being. Gratitude intervention with expressions of gratitude is an effective way to foster a sense of attachment and a sense of school belonging in the school environment (Vang & Nishina, 2022). The aspects that make up gratitude consist of a sense of abundance, that is, when a person feels that they are not lacking in anything, so that they feel that they have enough resources in their lives, including in the context of education. Individuals who feel confident and safe enough in the school environment will have a higher sense of school belonging, because they are confident that they have enough resources to be involved in school activities. Students with a high sense of school belonging tend to have stronger self-confidence (Beck & Malley, 1998).

Appreciation of simple pleasure is an appreciation of simple things, such as social interactions with classmates or fun extracurricular activities, which tend to make a person feel more connected to the school environment. Individuals who feel connected to the school environment can strengthen their sense of school belonging because they find satisfaction in pleasant everyday experiences at school. A positive emotional environment helps students feel part of the school community. A supportive environment can allow students to feel a sense of school belonging personally (Booker, 2004). Appreciation of others is an individual's way of appreciating the efforts of others, including classmates, teachers, and school staff. Individuals who appreciate and feel valued by others tend to feel more accepted and connected in the school environment. Positive interactions with others can strengthen social bonds and provide emotional support that can increase students' sense of school belonging. A sense of school belonging is formed when students feel accepted, valued, and respected by all components of the school environment, both by teachers and schoolmates (Goodenow & Grady, 1993). Overall, psychological aspects such as Sense of Abundance, Appreciation of Simple Pleasure, and Appreciation of Others can interact with each other and affect an individual's Sense of School Belonging. These results support research conducted by Hayati & Andayani (2018) and Prasetyaningrum & Nurhidayati (2023) that gratitude training can increase the sense of school belonging.

Additional research showed that there were significant differences between male and female genders in terms of sense of school belonging, with female students showing higher levels than male students after gratitude interventions to improve sense of school belonging. In accordance with the research of Lestari & Dewi (2020), the sense of school belonging in women is proven to be higher than in boys, and female students also show a higher level of gratitude than male students (Kashdan et al., 2009). Female students have a higher sense of school belonging than male students because they have a more positive and good perception of school, which contributes to a higher sense of school belonging (Gentry et al., 2002). Girls tend to have a higher sense of school belonging because they enjoy hanging out in groups, enjoy activities with friends as a way to spend their free time, and feel respected by group members, while male students are more focused on forming social networks and have a proud social identity (Barker, 2009).

The gender differences between men and women in the results of gratitude interventions to increase the sense of school belonging can be influenced by differences in communication and social

roles. Women are easier to express gratitude because they can express themselves verbally more strongly and more deeply with each other. Men, on the other hand, prefer to stay away from situations that allow them to express gratitude because they view communication as a way to share and receive information (Kashdan et al., 2009). Women's social roles are more complex and diverse, making it easier for them to find opportunities to express gratitude. Men, on the other hand, tend to see social roles in a more limited and more focused manner on masculinity, which can hinder them from expressing gratitude (Levant & Habben, 2003).

The weaknesses in this study include several important aspects. First, the lack of control over the implementation of independent training for one week is one of the limitations. Inadequate supervision can affect the consistency and accuracy of results, as variations in the way participants carry out exercises can occur. A relatively short brief intervention may not be enough to observe long-term changes in the sense of school belonging, so a test of sustainability is needed to ensure that the interventions implemented can have a long-term positive impact.

## **CONCLUSION**

The research conducted at SMA Negeri 5 Soppeng reveals that gratitude interventions at school are effective in increasing students' sense of school belonging. However, there is a significant difference in the sense of school belonging between male and female students, with female students scoring higher. The study suggests that students should implement gratitude interventions to increase their sense of school belonging, leading to more positive feelings, acceptance, respect, and involvement in learning activities. It also suggests that schools should develop and re-hold gratitude interventions to provide a forum for students in need. Future research could explore the factors contributing to gender differences in the effectiveness of gratitude interventions on school belonging, including cultural, psychological, and social variables. Longitudinal studies could assess the long-term impact of gratitude interventions on students' sense of school belonging and related outcomes, such as academic achievement and emotional well-being. Researchers could also examine the effectiveness of different types of gratitude interventions for different student demographics or age groups. Expanding this research to diverse school settings could provide a broader understanding of how gratitude interventions influence students' school belonging across various educational environments.

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