

Gratitude and Well-Being in Unfixed-salary Teacher

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Abstract—The purpose of this research is to obtain empirical data regarding the closeness of the relationship between gratitude and well-being for unfixed-salary teachers in the "X" junior high school Bandung Regency. This research uses a correlation method with Pearson correlation test, and the measuring-instruments-used were the GQ-6 Questionnaire from McCullough and The Workplace PERMA Profiler from Seligman. The results of the research obtained a positive correlation of 0.745 with a high category, this means that there is a close relationship between gratitude and well-being in unfixed-salary teachers at SMP "X" in Bandung Regency. They feel a lot of wisdom or positive things they get while teaching at the school, so they remain happy and remain grateful for what they have gotten while becoming unfixed-salary teachers. The more they are grateful, their lives will be happier, because with us being grateful for what we have got, we will avoid negative thoughts and always think positively so that positive emotions will emerge in themselves. This can make them always prejudice to God and those around them, establish good relationships with other people, earnestly work and enjoy their work, feel the meaningfulness in their profession and always do good things to realize their goals. This shows that the higher the gratitude, the higher the well-being of unfixed-salary teachers at "X" junior high school.

Keywords—gratitude; unfixed-salary teacher; well-being

I. INTRODUCTION

The dedication of unfixed-salary teachers in the era of globalization is essential, but life as an unfixed-salary teacher cannot be said to be economically prosperous [1]. The economic issues of unfixed-salary teachers are also not yet fully, become the government's attention because the income of unfixed-salary teachers has not yet been in accordance with the burden of teachers in schools [2]. It does not make unfixed-salary teachers discouraged, teachers remain professional in teaching. In Bandung Regency, there is a private "X" junior high school where teachers are the majority of unfixed-salary teachers who have been teaching for more than 3 years at the school. Based on the results of the interviews they only get a small salary and are faced with various obstacles. This condition made a turnover for other unfixed-salary teachers, but did not discourage unfixed-salary teachers who still remained, they remained professional in teaching. Despite many obstacles, they assume that these obstacles are an obstacle that must be faced. They feel a lot of wisdom, life lessons, and other positive things that they feel while teaching in this "X" junior high school, so they remain happy and

remain grateful for what they have gotten while being unfixed-salary teachers, and they enjoy in living his profession as a teacher. The perceived positive emotions can make them more committed to their work, as well as full involvement in all activities at school.

Based on the description above this is an indication of the well-being of Seligman [3]. In addition to showing the existence of well-being conditions also shows an attitude of gratitude, in the positive psychology gratitude is also called gratitude [4]. Based on the results of Emmons and McCullough's research entitled "Highlights from the Research Project on Gratitude and Thankfulness" regarding the nature of gratitude, the cause of gratitude, and its potential consequences for human health and well-being, done to adults, saying that grateful people can be described by positive levels of emotion, life satisfaction, life force / strength to survive, optimism, and lower levels of depression and stress. The tendency towards gratitude can increase pleasant feelings and reduce unpleasant emotions [5].

Throughout the history, gratitude has been given a central position in religion and philosophical theory [6]. According to Wood, expressing gratitude is a form of positive personal thinking, presenting life more positively [7]. Initial research suggests that gratitude is a moderately pleasant and activating emotion. Research has shown that gratitude is a pleasant state and is linked with positive emotions including contentment [8], happiness, pride, and hope [9]. In a recent Gallup in 1998 survey of American teens and adults, over 90% of respondents indicated that expressing gratitude helped them to feel "extremely happy" or "somewhat happy." Lastly, McCullough et al. [10] found that dispositional gratitude was related to, but distinct from, trait measures of positive affect, vitality, optimism, envy, depression, and anxiety.

Based on the background described, the formulation of the problem in this research is as follows: "How close is the relationship between gratitude and well-being in unfixed-salary teachers in " X " junior high school Bandung Regency?". Furthermore, the purpose of this research is to obtain empirical data regarding the closeness of the relationship between gratitude and well-being for unfixed-salary teachers in the "X" junior high school Bandung Regency.

II. METHODS

The research method used is the correlation method. With this correlation method, there will be a clarity about the

relationship between gratitude and well-being for unfixed-salary teachers in the "X" junior high school Bandung Regency. This research is a population research so that all members of the population are subject to research [11]. The population of this research was conducted at "X" junior high school Bandung Regency with a total of 14 unfixed-salary teachers.

The data collection technique used in this research was to obtain data and to support this research was a questionnaire. Data from questionnaires that have been filled in by respondents are collected, then processed to test hypotheses that have been made by researchers. Scoring is carried out on each questionnaire, then the data is entered and coded according to the type of item, both favorable and unfavorable. In the gratitude variable, each item has seven alternative answers where the subject is asked to answer according to the subject's situation. On the gratitude variable using attitude measurement, using measurements: STS (strongly disagree), TS (disagree), STS (slightly disagree), N (neutral), SS (slightly agree), S (agree), SS (very agree). In the well-being variable, researcher used attitude measurements using a range of 0-10 scales, which showed the lowest to highest scores according to individual circumstances.

The data analysis technique in this research is quantitative and uses statistics. This research uses the Pearson correlation analysis technique, which is a measure of association or relationship that can be used on the measured variable is the interval scale. In testing its validity using construct related methods, namely, to find the relationship between the instrument and the theoretical construct [12]. To test the validity of this measuring instrument, it is assisted by using the SPSS 23.0 software program. While the reliability test of measuring instruments or instruments in this research was carried out using the Cronbach Alpha coefficient formula, which was calculated using the help of SPSS version 23.0 software.

III. RESULTS AND DISCUSSION

The following are the results of research on the relationship between gratitude and well-being which are tested using Person correlation test techniques. The test results are explained in the 1st table concerning correlation between gratitude and well-being.

TABLE I. CORRELATION BETWEEN GRATITUDE AND WELL-BEING

Correlation	Well-Being	Conclusions
Gratitude	0,745	High correlation, strong relationship
Intensity	0,633	High correlation, strong relationship
Frequency	0,545	Sufficient correlation, moderate relationship
Span	0,677	High correlation, strong relationship
Density	0,678	High correlation, strong relationship

On table 1. above, it can be seen that the correlation coefficient between gratitude and well-being is 0.745 which is included in the category of high correlation and has a strong relationship. The correlation has a positive value, which means that the higher the gratitude, the higher the being of unfixed-salary teachers at the "junior" junior high school Bandung

Regency. This shows that even though the teacher gets a small salary and is faced with various obstacles However, it did not make them not grateful for what they got, they even felt the comfort and enjoyment of their profession as a teacher.

Based on the results of the interviews, many of the positive things they felt made them change towards better, simple things that made them more aware of the importance of gratitude. They realize that the more grateful, life will be happier because with us being grateful for what we have got, we will avoid negative thoughts and always have positive thoughts so that they will bring positive emotions to them. These positive thoughts make them always have a good prejudice towards God and the surrounding environment. They realize that the gratitude they feel is inseparable from the goodness of God that accompanies it, as well as the support and prayer of those who love them, so that good social relations will be created. In addition, by feeling the existence of gratitude, teachers increasingly feel the love and involvement in their work, have meaning in their work, and always do their best to realize their goals and expectations.

According to some research results, there is a positive relationship between gratitude and well-being or well-being [13]. According to Peterson and Seligman [14], it is explained that philosophers and religious experts who have conducted centuries of research state that one of the positive strengths, which gives the individual the most welfare is by gratitude [13]. In addition, the results of other studies conducted by Widya regarding the relationship of gratitude with well-being in breast cancer volunteers have a significant positive relationship. That means, the more frequent breast cancer volunteers feel grateful, feel the emotions of being grateful every day, and to appreciate various aspects of their lives, the more their happiness, feel positive emotions, enthusiasm in doing daily activities, having a good relationship with others, feel his life is meaningful, and more passionate about achieving his life goals [15].

Furthermore, a correlation test was conducted between each aspect of gratitude with well-being, as in table 1. The results showed that the four aspects of gratitude had a positive relationship with well-being. The density aspect is a gratitude aspect that has the highest correlation with well-being. The correlation coefficient is 0.678, it is included in the high correlation category and has a strong relationship. According to McCullough [16], density refers to the number of people who are grateful for a positive benefit that is obtained, the person who is considered to have made him grateful, including God, parents, friends, family, and others. That means the teacher realizes that the gratitude they feel is inseparable from the goodness of God that accompanies, and the support and prayer of those who love them, so they always think positively both of God and the environment. This can create better social relations. Being able to establish good social relations and always think positively is one of the characteristics that individuals have good well-being. Thus, it will bring positive emotions to the teacher such as being more excited when working, feeling happier, enjoying the profession more, and focusing more on work.

The frequency aspect has the lowest correlation with well-being compared to other aspects of gratitude. Even so, the aspect of frequency has a correlation coefficient of 0.545, the value is included in the category of correlation that is sufficient and has a moderate relationship. This means that when teachers are more grateful for small things every day, even if only by the kindness of others, the teacher will think more often and reduce negative thoughts. This can affect a person's well-being, but this aspect frequency is not the main form of gratitude that makes them feel happy and gives birth to other positive emotions. The positive emotion they feel is because they realize that it is the virtues of God and those around them that make them be grateful and feel positive emotions like happiness.

Furthermore, the correlation between the span and well-being aspects has a correlation coefficient of 0.677, the value is included in the high correlation category and has a strong relationship. In this aspect the correlation coefficient is not much different from the density aspect. That is, in addition to realizing that many people or other things contribute to one's happiness, being grateful for all aspects of life and other goodness also play an important role in one's happiness or well-being. When the teacher can be grateful for every aspect of life, such as, grateful for his work, grateful for his sustenance, grateful for his social relations, grateful for his health, and grateful for all other aspects of life. So this will make the teacher feel sufficient and never feel deprived of the sustenance he receives, can establish good relationships with other people, enjoy and focus on his work, always think positively, and feel happiness in his life. Thus, it can improve one's well-being.

The last aspect is the intensity aspect, the correlation coefficient between aspects of intensity and well-being has a correlation coefficient of 0.633 which is in the high correlation category and has a strong relationship. This means that if the teacher feels gratitude emotions or feels grateful more intense, then they will often feel positive emotions such as joy, enthusiasm, and satisfaction with their lives so as to have a high well-being. Individuals who have a mindset to keep grateful tend to be happy individuals, because gratitude is able to change the mood for the better [17].

TABLE II. CROSS TABULATION BETWEEN GRATITUDE AND WELL-BEING IN UNFIXED-SALARY TEACHERS AT "X" JUNIOR HIGH SCHOOL IN BANDUNG REGENCY

Gratitude	Well-Being				Total	
	Low		High			
	F	%	F	%	F	%
High	1	7,1%	13	92,9%	14	100%
Total	1	7,1%	13	92,9%	14	100%

Based on Table 2, the results of the cross tabulations show that 14 people are unfixed-salary teachers at "X" junior high school Bandung regency, 13 people (92.9%) have high gratitude and well-being. This means that most unfixed-salary teachers in junior high school "X" are able to feel the existence of gratitude and the creation of comfort and happiness in undergoing their profession as a teacher. Based on the results of the interviews, they realize that the more grateful, life will

be happier because with us being grateful for what we have gained, we will avoid negative thoughts and always think positive so that they will bring positive emotions to them. However, there is one unfixed-salary teacher in "X" junior high school in Bandung Regency who has high Gratitude but has a low Well-Being. This means that a small portion of them can be grateful for all the blessings that have been obtained, grateful for the small things in the form of simple kindness, and grateful for all aspects of life, but the teacher has not felt the happiness and satisfaction in undergoing his work as a teacher in the high school junior.

Based on the results of the interview, the teacher who had a low well-being felt a lot of wisdom and other positive things that he got during teaching at the school which made him more grateful. He believes that the feeling of gratitude that is felt is inseparable from the goodness of God that accompanies it, as well as the support and prayer of those who love him. However, the teacher feels that he has different thoughts or is not in agreement with the other teachers, so the teacher feels that he lacks support from other teachers. Nevertheless, the teacher still maintains a good relationship with other teachers. In addition, there is a desire in him to be able to develop himself further than being a teacher in the junior high school "X". This makes the teacher feel less satisfaction and full attachment to his current job. In well-being, this is included in the engagement aspect, as evidenced by the results of the questionnaire calculation that the teacher has the lowest score on aspects of engagement among other aspects of well-being.

IV. CONCLUSION

There is a positive relationship between gratitude and well-being in unfixed-salary teachers at "X" junior high school in Bandung Regency which is included in a strong degree of correlation. This shows that the higher the gratitude, the higher the well-being of unfixed-salary teachers at "X" junior high school. This can make them always prejudice to God and those around them, establish good relationships with other people, earnestly work and enjoy their work, feel the meaningfulness in their profession and always do good things to realize their goals. From the results of the cross tabulation obtained data from 14 people unfixed-salary teachers at "X" junior high school Bandung regency, 13 people of them have gratitude and well-being high, and 1 person unfixed-salary teacher has high gratitude but has a low well-being.

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