

The Relationship Between Gratitude and Meaning of Life in Honorary Teacher

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Abstract: *This study aims to determine the relationship between gratitude and life meaning of honorary teachers. The hypothesis proposed in this study was that there is a correlation between gratitude and their meaning of life. Subjects in this study involved honorary teachers categorized adults at the age of 20-52 years. The measuring tool used to identify the Meaning of Life was Meaning in the Life Questionnaire (MLQ) by Steger et al. (2006) and the scale of gratitude (CG-6) by Emmons, McCullough & Tsang (2002). The results of data were analyzed using Pearson product-moment greeting analysis on SPSS 22 for windows. Based on the results, it showed the relation between the gratitude and the meaning of life on the honorary teacher was $r = 0.310$ with $p = 0.001$ ($p < 0.01$)*

Keyword: *gratitude, meaningfulness of life*

Introduction

Indonesian Government Regulation Number 74 of 2008 stated that teachers are professional educators whose job is to educate, teach, direct, train, guide, assess, and gather students in early children's education. Formal education includes primary, secondary, and higher education. This statement supports the development of educators who are in charge of the development of students. However, honorary teachers do not accept an adequate salary for the job. Sunandar (2015) said honorary teachers also get a lower salary than Civil Servant ones. While carrying out their duties, civil servant teachers are paid based on the government standards in which they have to work based on determined times and classes. On the other hand, the honorary teachers are those who work in several public or private schools that do not have the proper standard to follow regarding the working hours and job responsibilities. The current policy of the Ministry of Education and Culture has a considerable influence on the proliferation of honorary teachers.

Bukhori (2012) elaborated a life that is expected to get someone who supports him knows what is meant by choices received from the work environment and is not discriminated against by the pressures of the social environment. Meanings in life are those that oppose understanding of their experiences and have definite goals, which have been supported by previous studies (Steger, Hicks, Krueger, & Bouchard, 2007). Honorary teachers who have a meaningful life must have happiness in their lives. However, based on the interview results conducted on September 28, 2018, in City X, subjects said that there was no happiness in the honorary teachers' life. Many teachers were neglected in the process of conducting research for students' development. For instance, honorary teachers in Bima City often had to deal

with the students learning issues by themselves because their parents do not agree with the teachers' way when teaching.

Emmons, McCullough, and Tsang (2002) determined placement in position (affective) and feeling (mood). A form of emotion or feeling which then develops into an attitude, feeling, and eventually will affect the individual (negatively). Support from others is required to build a more positive attitude. The results of the interview with teachers at one of the schools in City X found that to educate students was the reason for teaching. That is a life choice. Determining the choice in life becomes a crucial factor in gaining the freedom to obtain the meaningfulness of life as a teacher. The problem that will be examined by the writer is voluntary teachers who get salary starting from 200,000 IDR up to 1,500,000 IDR per month, depending on the length of work and type of school, autonomous or subsidized type of schools, and workload.

Metz' (2015) purposes that are based on purpose and infinite are the two most common examples of God-centered theories for literature. Naturalists can prove they are arguably the problem with the physical world that is needed to be able to do the work to get closer to the creator. Each view will bring up meaning by linking the relationship with the religious view of God to be a factor of understanding in self to accept the state of self.

Gratitude is an inspiration that has inspired the interest of most people because it has been considered as a factor of human interest and social life (Emmons & McCullough, 2003). McCullough, Emmons, & Tsang (2002) named such as intensity, frequency, range or amount of life associated with being grateful, and density or number of grateful individuals. Gratitude can dispute with subjective feelings of miracles and respect for life (Emmons & Shelton, 2002). The problem of deeper

meaning is the conceptual complexity that confronts research directed at meaning, spirituality, and religion. First, all three of these existential attitudes are rooted in epistemologies that value the individual's unique perspective. In a related tone, even among nature's approaches, as taken in this study, meaning, religion, and spirituality are often considered multidimensional. For example, meaning in life which has been said consists of understanding one's existence and discovering one's life purpose and motivation to look for meaning in life (Steger, 2009), but other approaches have included additional dimensions such as death attitude (Reker, 1992). Religiosity has also been divided into (at least) two general orientations to fulfill gratitude. Steger (2001), the discussion that links with the meaning of life is the connection with the spiritual and gratitude that is the main essence of life and existence, and spirituality as a way to understand the conceptual meaningfulness of life with the connection of people with an understanding of the meaning of life to survive in every problem

Method

The subjects used in this study were honorary teachers, with criteria for teachers who were active in providing learning and teaching activities. Their age range was between 25 and 55 years in City X. The analytical method applied in this study was correlation analysis, which was to find out the relationship between two variables, namely gratitude and meaningfulness of life. Therefore, the data analysis used in this study implemented Product Moment from Pearson, processed through the SPSS computer program version 22.0 for Windows. The higher the positive correlation coefficient between item scores and scale scores, the higher the consistency between items is. If the correlation coefficient is low, close to zero, the item function does not match the function of the research scale measuring instrument. Gratefulness scale used by researchers is the GQ-6 gratuity scale (Emmons, McCullough & Tsang, 2002), consisting of 6 items of gratitude. The scale of meaningfulness of life uses a measure of meaningfulness of life from Steger et al., (2006), namely Meaning in Life Questionnaire (MLQ). This standard measurement tool consists of 10 items.

Results

Linearity test is done to find out whether the gratitude variable and the variable of meaningfulness of life in honorary teachers have a linear relationship. The relationship between the two variables is said to be linear if $p < 0.05$, while it can be said to be non-linear if both variables have a value of $p > 0.05$. Relationship Linearity Test Results of the linearity test in the research above using the SPSS 22 for windows program with the Compare Means technique for life meaningfulness and thankfulness variables. The data indicated that the life

variable and the thanksgiving variable form a straight line (F Linearity = 15.565, $p < 0.05$, Sig. = 0.000. F Deviation from Linearity = 1.158, $p > 0.05$, Sig. = 0.307). It means that the data are linear. Hypothesis Test Results based on the research showed that the effective contribution of the data was 9.61%, and there was a significant relationship between meaningfulness of life and Gratitude for honorary teachers.

This is seen from the significance level of $p = 0.001$, so that $p < 0.01$ indicates that the hypothesis was accepted, which means that the higher the gratitude, the higher the meaningfulness of one's life. Conversely, the lower the thankfulness, the lower the meaningfulness of one's life. Normality Assumption Test Results based on the research was the variable of meaningfulness of life obtained, which was $p\text{-value} = 0.055$ ($p > 0.05$) and variable Gratitude $p = 0.029$ ($p < 0.05$). The results of the normality test showed that the data on the meaningfulness of life and Gratitude was not normally distributed because the gratitude variable showed abnormal results, even though the meaningfulness of life has normal results.

The study showed the results of the meaningfulness of life with gratitude to the honorary teacher showed a significant value, where the results of the assumption test that overall showed a value that supports the relationship between the two variables.

Discussion

When discussing psychological variables such as satisfaction and meaning in life, it is important to discuss whether they have different characteristics or whether they have the same features and etiology. This study applied quantitative methods to explain the etiology of variable groups discussing people who have meaning in life and gratitude. Leontiev (2013) underlined the meaning of life, which is discussed entirely in the conceptuality, which addresses the interest in gratitude that underlies spirituality. Honorary teachers play an essential part in increasing student intelligence because they play a crucial role in shaping the future of a child. Honorary teachers must have a balance of meaningfulness in life. Research conducted by (Carstensen, 2006) examined the improvements associated with improving each individual and making progress in life-related research showed that the meaning of life and gratitude were not normally distributed because the gratitude variable shows abnormal results, while the meaningfulness of life produces normal results.

Diener, Oishi, and Lucas (2003), who are general cognitive judgments on teachers' satisfaction with their own lives, said positive experience in gratitude could change the negative effects of other events in people's reality, which leads to higher life satisfaction. The honorary teachers may apply that concept, so they have a positive feeling towards their job and are happy to share their knowledge.

Conclusion

Based on the results of the study, it was stated the linearity of the meaningfulness of life with gratitude. The results of the linearity test were using the SPSS 22 for windows program with the technique of Compare Means for the meaningfulness of life and Gratitude variables. The data showed the life variable and the thanksgiving variable in a straight line (F Linearity = 15.565, $p < 0.05$, Sig. = 0.000. F Deviation from Linearity = 1.158, $p > 0.05$, Sig = 0.307) and. Therefore, the data is linear. The existence of these data showed that the meaningfulness of life and gratification variables were accepted using quantitative methods. The life of a teacher is inseparable from the dedication he made to improve the level of education of students and also to educate the nation's life for a better future generation. A teacher must have meaningfulness and gratitude to support these desires. Sharing knowledge is not solely for teaching, but also an important factor for achieving gratification associated with pleasure in teaching students. Therefore the teacher who answers with gratitude will get the meaningfulness of life that focuses on being able to provide learning material to students well. The factor of appreciation from the environment or people makes the honorary teachers love their work more.

It could be noticed that a teacher in City X showed higher meaningfulness of life compared to gratitude but able to teach well. Based on this, the effectiveness of the data is 9.61%, and there is a significant relationship between the meaningfulness of life and gratitude for honorary teachers. This was proven from the significance level of $p = 0.001$. Therefore, $p < 0.01$ for the hypothesis is accepted, which means higher the gratitude, the higher the meaning of one's life. On the contrary, the lower the gratitude is, the lower the meaning of one's life. A demographic factor also affects the honorary teacher.

Diener, Oishi, and Lucas (2003) mentioned general cognitive judgments on teachers' satisfaction with their own lives. A positive experience in gratitude can change the negative effects of other events in people's reality, which leads to higher life satisfaction. Their knowledge in others could potentially increase the meaningfulness of life in the work factor. The honorary teachers' belief about the meaning of life makes them keep sharing their knowledge and love their job.

The weaknesses of the study are the process of adaptation of measuring instruments is done by looking at the items on the original version scale and the translation version scale that has been used in various studies in Indonesia. Some changes and words were made on the original version scale. Although it produces a good alpha reliability coefficient on the overall scale in this study, the adaptation procedure needs to get more attention on each item to be able to reveal aspects of the variable research more thoroughly.

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