



A Grateful Heart Breeds Job Satisfaction: The Effect of Gratitude on Job Satisfaction among Honorary Teachers

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ABSTRACT

Apart from civil servants, which hold the status of full-time and permanent employees, there are other type of government employees, called "honorary or part-time employees". Specifically for teachers, 48 % teachers in Indonesia are honorary teachers. This research aims to examine the influence of gratitude on job satisfaction among honorary teachers. This research uses simple linear regression analysis techniques. This research involved 273 honorary teachers from the Depok City Government who worked in elementary and junior high schools in Depok City as participans. The data analysis indicate a significant effect of gratitude on job satisfaction with ($F = 50.908$, and $R^2 = 0.158$, with $p < 0.01$). This result means that gratitude contributes 15.8% in shaping job satisfaction among the teacher. This means that the higher a person is grateful at work, the higher the level of job satisfaction, and vice versa, the lower a person is grateful at work, the lower the level of job satisfaction.

ABSTRAK

Selain PNS yang berstatus sebagai pegawai tetap, terdapat pula jenis pegawai pemerintah lainnya yang disebut "pegawai honorer atau paruh waktu". Dari sisi persentase tenaga pendidik atau guru, terdapat 48% guru di Indonesia merupakan guru honorer. Penelitian ini bertujuan untuk menguji pengaruh kebersyukuran terhadap kepuasan kerja pada guru honorer. Penelitian ini menggunakan teknik analisis regresi linier sederhana. Penelitian ini melibatkan 273 guru honorer Pemerintah Kota Depok yang bekerja di Sekolah Dasar dan Sekolah Menengah Pertama di Kota Depok sebagai partisipan. Hasil analisis data menunjukkan adanya pengaruh yang signifikan rasa syukur terhadap kepuasan kerja dengan ($F = 50,908$, dan $R^2 = 0,158$, dengan $p < 0,01$). Hasil ini menunjukkan bahwa rasa syukur memberikan kontribusi sebesar 15,8% dalam membentuk kepuasan kerja pada guru. Artinya, semakin tinggi tingkat kebersyukuran seseorang dalam bekerja maka semakin tinggi pula tingkat kepuasan kerjanya, begitu pula sebaliknya, semakin rendah rasa syukur seseorang dalam bekerja maka semakin rendah pula tingkat kepuasan kerjanya.

Introduction

Apart from civil servants which have permanent and full-time job status, there is another type of government employees called "honorary or part-time employees". Based on data from the State Civil Service Agency, as of September 2022 the number of honorary employees reached 2,113,158 people. Honorary employees are spread across various government agency work units, one of which is honorary teachers in government-owned state schools, which constitute 48% of the total number of existing teachers.

Teachers have a very important role in education. Every day teachers have the opportunity to influence the lives of children or students through their leadership in the classroom. Their positive influence in the classroom is very important to meet educational challenges and guide the minds of young children towards developing their full potential. This role is a burden for all teachers, including those with honorary teacher status (Hutapea & Budiarto, 2016)

The small salary received by honorary teachers is a common phenomenon in society. This is very worrying because with a small salary income it cannot meet daily needs. Because the salaries received by honorary teachers do not correspond to their responsibilities, the teachers' profession is not taken seriously and they try to find income outside their profession (Yamin, 2006). As a result, there are many problems that occur in the world of our education, one of which is the lack of established status of teaching staff in schools.

According to Pratama, et al (2015), life satisfaction is obtained when what is hoped for can be realized and becomes a positive assessment for oneself, in order to achieve everything that is hoped for, persistent and consistent effort is needed. Life satisfaction is also related to several major events in family life, including work. Many studies explain the positive impact of satisfaction for working individuals and organizations or companies (Suryani, 2020). Life satisfaction can have an impact on individuals and organizations, as can be seen from reduced job loss and turnover (Luhmann, et al. 2013), increased organizational commitment (Jones, 2006), as well as job satisfaction (Tavassoli & Sunyer Torrents, 2018).

According to Robbins & Coulter (1996), job satisfaction is an individual's general attitude towards their work. Job satisfaction is an emotional attitude that pleases and loves one's job. This attitude is reflected in work morale, discipline and work performance. Job satisfaction is enjoyed at work, outside work and a combination of inside and outside work (Hasibuan, 2001). Spector (2002) explains that employees who are more satisfied with their work have lower levels of absenteeism, are punctual, and like to help other employees. When someone assesses the work environment as interesting, fun and full of challenges, it can be said that he feels happy and shows optimal performance.

Even though they are surrounded by various problems, in general honorary teachers continue to persist in their profession. We often see news that an honorary teacher has served at school for a very long period of time, 10 years or 20 years. Therefore, researchers suspect that there is something that influences their job satisfaction. A survey conducted by Peterson and Seligman (2004) on 5229 adults found that individual characteristics such as hope, enthusiasm, gratitude, love and curiosity were strongly related to life satisfaction. Gratitude fosters positive life experiences from life experiences or life situations faced so that a person can express maximum satisfaction and enjoy their situation. Gratitude can be a predictor of a person's job satisfaction (Waters, 2012). Gratitude in the work environment influences job satisfaction (Buote, 2014). In other words, the presence of gratitude within an individual will also influence job satisfaction (Hart & Cotton, 2003).

According to Judge & Robbins (2017) job satisfaction is a positive feeling about a person's job resulting from evaluating its characteristics. That is, job satisfaction explains positive feelings about a person's job which are the result of evaluating his characteristics. Judge & Robbins' (2009) opinion emphasizes job satisfaction with positive feelings about the job; Conversely, someone who is dissatisfied with their job has a negative attitude towards that job.

Spector (1997) explains that job satisfaction *refers* to how a person feels about their job and the different aspects of their job. In other words, job satisfaction is a development of just feelings of liking (satisfaction) or disliking (dissatisfaction) with their job. . Furthermore, according to Mathis and Jackson (2008), job satisfaction is a positive emotional state resulting from evaluating one's work experience. Furthermore, it is said that the dimensions of job satisfaction include: the job, salary, promotion opportunities, supervision, and coworkers.

According to Newstrom & Davis (2007), job satisfaction is the pleasant or unpleasant feelings and emotions that employees see about their work. Job satisfaction is a relative attitude that tends to be a feeling of liking or disliking something. Based on this definition, Newstrom & Davis explains that job satisfaction for employees is carrying out work with pleasant feelings and emotions expressed by feeling happy about the job. On the other hand, employees feel dissatisfied with feelings and emotions that do not like carrying out the work which is expressed in dissatisfaction.

According to Kreitner & Kinicki (2012) job satisfaction reflects the extent to which a person likes his career. Locke (1976) in Droussiotis & Austin (2007) describes job satisfaction as a self-reported positive emotional state resulting from an assessment of one's job or work experience. Castro, et al (2011) in Dinis & Fronteira (2015) stated that job satisfaction is an important requirement for improving organizational functioning. Meanwhile, according to Tumen and Zeydanli (2016) job satisfaction is a direct measure of the utility obtained by employed workers from their current job. Locke (1969) generally defines job satisfaction as a function of the perceived relationship between what a person wants from work and what is perceived as being offered (Lund, 2003).

Spector (1997) outlines nine crucial aspects influencing job satisfaction. The first is wages, encompassing the amount of pay and its perceived appropriateness compared to others in the organization. Promotion opportunities, the second aspect, contribute to job satisfaction, with clear career paths impacting employee productivity. Superior relationships, especially those marked by consideration and functional connections, significantly influence job satisfaction, reflecting how superiors assist employees in aligning with important job values. Allowances, the fourth aspect, measure satisfaction with additional compensation beyond basic salary to motivate and maintain optimal employee performance. Non-material rewards, the fifth aspect, acknowledge non-monetary recognition for outstanding performance, such as free holidays or goods. Working conditions, the sixth aspect, encompass various factors like working hours, temperature, and office equipment, highlighting the importance of maintaining rules and procedures that foster creativity. Positive interactions with work colleagues, the seventh aspect, fulfill the social needs of employees and contribute to overall job satisfaction. The nature of work, the eighth aspect, involves satisfaction with the type of tasks performed and the alignment of skills with job requirements. Effective communication, the ninth aspect, is crucial within the company and team to minimize conflicts.

The term gratitude, according to Emmons & McCullough (2004), is derived from the word *gratitude* comes from the word *gratia* which means prayer, grace or gratitude. In terminology, it means doing something with kindness, generosity, giving and receiving without expecting anything in return. Gratitude is an emotional response to good fortune, the appreciation that individuals feel after experiencing the benefits of helping others (Emmons & Crumpler, 2000). Gratitude is a feeling of happiness that arises when someone needs something or even has enough, receives a gift or acquisition from another party so that the person feels fulfilled or receives excess (Sulistyarini, 2010).

The term gratitude means recognizing virtue. Gratitude can also be termed the word *syakartullaha* or *syakartu lillah* , which means being grateful for God's blessings (Al-Munajjid, 2006). Gratitude can also be interpreted as saying thanks to those who have done good for the virtues they have been given.

According to Emmons and McCullough (2003) in Sulistyarini (2010), gratitude is a form of emotion or feeling, which then develops into an attitude, good moral traits, habits, personality traits, and ultimately will influence someone to respond/react to something or a situation. . Emmons also added that gratitude makes you happy, makes you feel good, and can even spur motivation.

Gratitude is one of the main foundations of positive psychology (Youssef-Morgan, et al, 2022). Gratitude is a form of a person's behavior in accepting oneself both cognitively and affectively with a sense of willingness that is oriented towards the positive direction of what has been received (Peterson & Seligman, 2004). Gratitude is an emotional response to gifts or good fortune, the appreciation felt by individuals after experiencing the benefits of helping others (Emmon & Crumpler, 2000).

However, Youssef-Morgan, et al (2022) said that research on gratitude so far is still in non - *work domains* . On the other hand, in context positive organizational behavior, Luthans et al (2015) proposed gratitude as a source of evidence - based positive psychology that is open to development and management in the workplace. Related to this, Fehr et al. (2017) in Youssef-Morgan, et al (2022) emphasize that “organizations are not just an extension of everyday social interactions. However, organizations introduce a unique set of constraints and affordances that influence feelings, thoughts, and actions of each employee every day” and provides a multidimensional model of work gratitude that combines personal, situational, and organizational dimensions.

Based on research by Youssef-Morgan, et al (2022) on previous studies, there are at least 4 (four) perspectives regarding gratitude, namely gratitude related to: (a) affective/emotional, (b) cognitive/evaluative, (c) focused on social /other people, or (d) conative/intentional. Integrating this four-pronged conceptualization of gratitude, Youssef-Morgan, et al (2022) define gratitude at work as “a deliberate choice to engage in positive appraisals and feelings of gratitude and appreciation for the characteristics, situations, and people present in one's work context. ” This definition, according to Youssef-Morgan, et al (2022), synthesizes aspects of gratitude which include conative (intentional choice), cognitive (positive assessment), affective (feelings), and social (human). This definition also considers that gratitude is a situational and context-specific state, not just a condition that occurs normally.

In the context of work, Youssef-Morgan, et al (2022) develop measure of gratitude _ which is named *Work Gratitude Scale* (WGS). WGS was built by combining the most commonly used measure of gratitude , namely the *Gratitude Questionnaire* (GQ6) from McCullough , et al (2002) and the *Gratitude, Resentment, and Appreciation Scale* (GRAT) from Watkins , et al (2003). The WGS items were compiled by collecting 6 items from the GQ-6 and 16 items from the GRAT *short version* . Because 7 items used negative sentences, they were excluded, and 15 items remained. 2 items from the GRAT cannot be used in a work context, so 13 items remain. After being used in the survey, 3 items (WGS3, WGS4, and WGS13) had to be removed due to *dual loadings* , so that in the end the WGS consisted of 10 items.

Youssef-Morgan et al. (2022) delineate three distinct components of gratitude within the work context: grateful appraisals of work, gratitude toward others at work, and an intentional attitude of gratitude. These components manifest differently in the work context compared to the general context. Despite a conceptual link between gratitude at work and in general, empirical evidence suggests disparities. For example, an individual displaying general gratitude may not necessarily exhibit similar sentiments in the workplace, and experiences of workplace gratitude may not uniformly extend beyond professional life. In essence, gratitude is characterized as an individual's appreciative attitude toward divine blessings or benevolent actions, encompassing satisfaction with received blessings and a positive outlook on life. In the work context, it involves positively assessing, expressing gratitude for, and appreciating elements within one's professional environment, encapsulating the three identified components. Based on the explanation above, researchers are interested in researching the influence of gratitude on job satisfaction in honorary teachers. This research is important to carry out because it is to find out whether gratitude is very important in

influencing job satisfaction in honorary teachers. This research aims to examine the influence of gratitude on job satisfaction in honorary teachers.

Method

Design and Procedures

This study is a quantitative study using a correlational design. The independent variabel is gratitude, while the dependent variable is job satisfaction. The survey method was used , where the data obtained and used in this research is obtained through one data collection, used to test measuring instruments and carry out hypothesis testing. This research was carried out by distributing questionnaires using a *Google form* which was distributed on social media through groups that have relationships with many participants with specified criteria .

Research Population and Sample

The population in this research is Honorary Teachers. Meanwhile, the sampling technique used is a *purposive sampling technique* , namely a technique for determining research samples with certain considerations aimed at making the data obtained more representative. The sample in this research is honorary teachers from the Depok City Government who work in elementary and middle school public schools in Depok City. This research involved 273 honorary teachers as participants who were divided based on age, gender, marital status, education level, domicile where they work, other types of work, income. There were 154 participants whose place of work was in elementary school with a percentage of 56.4%, while the number of participants whose place of work was in junior high school was 43.6%.

In this study, the age of participants ranged from 20-59 years and was divided into four categories, namely, participants with an age range of 20-29 years as many as 113 participants with a percentage of 41.4%, participants with an age range of 30-39 years as many as 92 participants with a percentage of 33.7%, 46 participants in the 40-49 year age range with a percentage of 16.8% and 22 participants in the 50-59 year age range with a percentage of 8.1%. In terms of gender, r participants with male gender had a total of 82 participants with a percentage of 27.5% and female gender had a total of 191 participants with a percentage of 70%. The description of participants in this study based on marital status was divided into three categories, namely unmarried, married, and divorced/divorced. There are 73 unmarried participants with a percentage of 26.7%, 17 participants with divorced status (6.2%), and 183 participants were married with a percentage of 67.0%.

Based on their last educational background, participants in this study had five categories in the last education category, namely, last high school/vocational education, last education D1-D3, last education D4/S1, and last education master's degree. Participants with a final education of SMA/SMK numbered 8 participants with a percentage of 2.9%, participants with a final education of D4/S1 amounted to 247 participants with a percentage of 90.5%, participants with a final education of S2 numbered 15 participants with a percentage of 5.5%, participants . This study has five categories in the length of work category, namely, length of work 1-4 years, 5-8 years, 9-12 years, 13-16 years, 17-20 years and more than 21 years. 130 (47.6%) participants have been working for 1-4 years, 69 (25.3%) participants for 5-8 years, 30 (11%) participants for 9-12 years, 18 (6.6%) participants for 13-15 years, 18 (6.6%) participants for 17 – 20, and 8 (2.9%) participants for >21 years.

In terms of income, participants with an income of less than IDR 1,500,000 per month amounted to 23 participants with a percentage value of 8.4%, participants with an income of IDR 1,500,000 – IDR 2,500,000 per month totaling 181 participants with a percentage value of 66.3%, participants with an income of IDR 2,500,000 – IDR 3,500,000 per month totaling 42 participants with a percentage value of 15.4%, participants with an income of IDR 3,500,000,000 – IDR 4,500,000 per month amounted to 26 participants with a percentage value of 9.5%, and participants with an income of more than IDR. 4,500,000 per month amounted to 1 respondent with a percentage value of 0.4%.

Data collection

The data collection technique in this research used a questionnaire method. In this study, 2 (two) scales were used, namely the job satisfaction scale and gratitude scale. The job satisfaction measurement tool used in this research is an adaptation of the Job Satisfaction Survey (JSS) developed by Spector (1985). JSS measures job satisfaction by looking at nine aspects/facets consisting of salary, promotion opportunities, supervision, benefits, rewards, work procedures, coworkers, job characteristics and communication. The scale used is a Likert scale (1 = Very Unsuitable, 2 = Not Appropriate, 3 = Neutral, 4 = Appropriate, 5 = Very Appropriate). Each aspect is divided into four statement items so that there are a total of 36 statement items. Scoring on the Job Satisfaction scale, the lowest score is 1 and the highest score is 5. The higher the score obtained by the subject, the higher the subject's Job Satisfaction, and vice versa.

The scale used by researchers to measure gratitude was Work Gratitude Scale (WGS) developed by Youssef-Morgan, et al (2022). This scale consists of 3 (three) aspects, namely grateful appraisals of work, gratitude toward others at work, and an intentional attitude of gratitude. The scale used is a Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). The Grateful appraisals of work aspect consists of 3 statement items, the Gratitude toward others at work aspect consists of 4 question items, and the An intentional attitude of gratitude aspect consists of 3 statement items, so there are a total of 10 statement items. Scoring on a gratitude scale, the lowest score is 1 and the highest score is 5. The higher the score obtained by the subject, the higher the subject's gratitude, and vice versa.

Furthermore In this study, the item discrimination power test used criteria of correlation coefficient greater than 0.20. Based on the results of the discrimination power test on the Job Satisfaction scale totaling 36 items, there were 32 items that were good and 4 items that were declared invalid. The items that were dropped were numbers 23, 25, 30 and 33. Based on the scores in the corrected item-total correlation table of the 32 items that met the criteria were in the range between 0.260 – 0.605. Meanwhile, based on the results of the discrimination power test on the 10- item Gratitude scale , no items were declared invalid. Based on the scores in the corrected item-total correlation table of the 10 items that meet the criteria $p \geq 0.2$, it is in the range between 0.473- 0.782.

Reliability testing in this research uses the Cronbach Alpha coefficient value. Reliability results that are above ≥ 0.70 indicate that the scale has quite satisfactory reliability (Sugiyono, 2011). In testing the reliability of the job satisfaction scale a reliability coefficient figure of 0.889 was obtained and the gratitude scale obtained a reliability coefficient figure of 0.895. Thus, the job satisfaction and gratitude scale is declared reliable because the reliability results are ≥ 0.70 .

Data analysis technique

In this study, researchers used simple linear regression analysis techniques because in this study there was one independent variable and one dependent variable. A simple linear regression analysis technique was used to determine the effect of variable X, namely gratitude, on variable Y, namely job satisfaction. This research uses statistical analysis, namely simple linear regression analysis to test the effect of gratitude on job satisfaction. Simple linear regression is a regression model that involves one independent variable. A simple linear regression analysis was carried out to determine the direction and how much influence the independent variable has on the dependent variable. The analysis was carried out with the help of SPSS version 24 software, with a significance level of $p < 0.05$.

Results

Before the linear regression analysis is carried out, descriptive statistical analysis and assumption testing are first carried out. Based on the results of calculating the empirical mean, hypothetical mean and standard deviation, empirical mean of gratitude among honorary was 40.65. Therefore, it can be said that the participants of this study have a level of gratitude in the medium category. The

calculation of the Empirical Mean, Hypothetical Mean , and standard deviation of job satisfaction for honorary teachers has an empirical mean value of 111.83. Therefore, it can be said that the participants of this study have a level of job satisfaction in the medium category. The results of the descriptive analysis on the gratitude and job satisfaction scale can be seen in table 1.

Table 1 . Descriptive statistics of the variables

Variable	Mean (Empirical)	Mean (Hypothetical)	Category
Gratitude	40.65	36	Medium
Job Satisfaction	111.83	96	Medium

Meanwhile, the Normality Test is a test carried out with the aim of assessing the distribution of data in a group of data or variables, whether the data distribution is normally distributed or not . Based on the normality test on the Job Satisfaction scale , a significance value of 0.016 ($p > 0.05$) was obtained in the Kolmogorov- Smirnov column , indicating that the distribution of the job satisfaction scale is not normal. The normality test carried out on the gratitude scale obtained a significant value of 0.000 ($p > 0.05$) in the Kolmogorov-Smirnov column , indicating that the distribution of the gratitude scale was not normal.

Next, the linearity test was carried out to find out whether there was a linear relationship between the two research variables. Data can be said to be linear if the significance value is <0.05 . The results of linearity testing in this study were obtained with a significance value of 0 0.000 for the variable job satisfaction towards gratitude . This shows that job satisfaction and gratitude have a linear relationship.

Table 2. Regression analysis predicting job satisfaction

Variable	B	SE	Beta	t	R ²	F	Sig.
Gratitude	1.037	0.145	0.398	7.135	0.158	50.908	0.000

Based on the table above, it can be seen that there is an influence between gratitude on job satisfaction with an F value of 50.908 ($p < 0.01$) and an R square of 0.158. This means that gratitude contributes 15.8% in shaping job satisfaction behavior. The beta value of 0.398 shows that there is a positive relationship between gratitude and job satisfaction. This means that the higher a person is grateful at work, the higher the level of job satisfaction, and vice versa, the lower a person is grateful at work, the lower the level of job satisfaction.

Discussion

Study This aim For test influence gratitude to Job Satisfaction on Teacher honorary . shows that there is a positive relationship between gratitude and job satisfaction. This matter means that the higher a person's gratitude at work, the higher the level a person has job satisfaction. On the other hand, if it gets lower gratitude in Work then it gets lower level of job satisfaction.

These results are in line with research conducted by Laksono et al (2023) in research on non-managerial employees found that gratitude influential positive significant to Job Satisfaction. In His research found that gratitude at work increased Job Satisfaction. This gratitude is a form of employee gratitude to God that is, by doing everything with all your heart and having a good opinion of that the best from Him, even though the employee's desires such as earning a good income has not yet materialized. According to employees, God has given them the opportunity to live need utilized For give contribution as much Possible on the environment around.

Findings in on consistent with studies Waters (2012) Which find that gratitude can become predictor from Job Satisfaction somebody. Furthermore, organization leader can increase Job Satisfaction with in a way regular push emotion grateful. Gratitude plays a significant role in enhancing teacher-student relationships and job satisfaction. According to a conceptual framework presented by Cortini et al. (2014), gratitude is a crucial factor in creating a positive and supportive

learning environment. Teachers who practice gratitude are more likely to engage in social interactions with their students, leading to stronger relationships and increased job satisfaction. Additionally, gratitude can help teachers cope with the challenges and scrutiny they face in their profession. As noted by TeamTom Education (2024), gratitude is the single most important trait in an educator, as it helps build a strong school climate and culture. Grateful teachers are also more likely to report that their schools provide them with more resources and lower levels of job demands, leading to increased work engagement and decreased burnout. In conclusion, gratitude is a valuable trait for teachers, as it contributes to positive teacher-student relationships, job satisfaction, and overall well-being.

The research on "Gratitude and Job Satisfaction Among Teachers" holds significant practical implications for both educators and educational institutions. Understanding the positive correlation between gratitude and job satisfaction among teachers can guide the development of targeted interventions and support systems. Educational administrators can implement gratitude-focused programs, fostering a culture that encourages expressions of gratitude and acknowledgment within the school environment. Teachers, in turn, may benefit from incorporating gratitude practices into their daily routines, such as expressing appreciation for colleagues, students, and the learning process itself. These initiatives have the potential to enhance the overall well-being of educators, reduce burnout, and improve the quality of teaching. Moreover, recognizing the importance of gratitude in job satisfaction may lead to the implementation of policies that prioritize teacher appreciation, thereby contributing to a positive work environment and ultimately enhancing the effectiveness of educational institutions.

Conclusion

This research aims to examine the influence of gratitude on job satisfaction in honorary teachers. Based on the research results, it was found that there is an influence between gratitude and job satisfaction. This means that gratitude contributes to shaping job satisfaction behavior. The results of this research also show that there is a positive relationship between gratitude and job satisfaction. This means that the higher a person is grateful at work, the higher the level of job satisfaction, and vice versa, the lower a person is grateful at work, the lower the level of job satisfaction.

There are two benefits to this research. First, the results of this research can theoretically contribute ideas to developing psychological science, especially in the field of industrial and organizational psychology which is related to the influence of gratitude on job satisfaction in honorary teachers. Second, practically, the results of this research can add insight and information for ASN about the influence of gratitude on job satisfaction in honorary teachers so that honorary teachers can develop positive thought patterns, feelings and behavior. For the Government, the results of this research can practically become a source of knowledge for the Government regarding honorary teachers so that the Government can provide reinforcements for honorary teachers.

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