

# *Gratitude, Social Media Used, and Subjective Wellbeing: Meaning of life female teacher on pandemic as moderators*

Anizar Rahayu<sup>1\*</sup> Abdul Rahman Shaleh<sup>2</sup> Ida Royani Damayanti<sup>3</sup>

<sup>1</sup>Fakultas Psikologi Universitas Persada Indonesia YAI, [anizar.rahayu@UPIYAI.AC.ID](mailto:anizar.rahayu@UPIYAI.AC.ID)

<sup>2</sup>Fakultas Psikologi UIN Syarif Hidayatullah, Jakarta, [abd.rahman.shaleh@UINJKT.AC.ID](mailto:abd.rahman.shaleh@UINJKT.AC.ID)

<sup>3</sup>Ilmu Komunikasi Universitas Dian Nusantara, [ida.damayanti@UNDIRA.AC.ID](mailto:ida.damayanti@UNDIRA.AC.ID)

\*Correspondence: [anizar.rahayu@UPI-YAI.AC.ID](mailto:anizar.rahayu@UPI-YAI.AC.ID); +628128211539

## **Abstract**

This pandemic period makes the learning and teaching process a new challenge for teachers and has an impact on the subjective well-being of teachers, especially female teachers. This study focuses on the impact of gratitude and social media used has an impact on subjective well-being with meaning in life as moderator. The study involved 264 female, married, aged 21-39 years, Moslem, and teach at Cikarang, Bekasi, Indonesia. The data were taken with a non-probability sampling. Data were taken using four scales. To measure subjective well-being, the FS and the SPANE, gratitude with The Gratitude Questionnaire-Six Item Form (GQ-6), Meaning in life with Steger questionnaire, and social media used from Kumar & Priyadarshini. Each scale has a reliability value of 0.751 for the subjective well-being, 0.819 for the meaning in life, 0.891 for gratitude and 0.892 for the social media used. The data were analyzed by SEM analysis. The results showed that the model fit with the empirical data. The implication is that teachers need to strengthen gratitude with a sense of trust in influencing the meaning of life and subjective well-being.

Keywords: female teacher, gratitude; social media used; subjective well-being; meaning of life;

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## **1. Introduction**

Education is a planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, intelligence personality, noble character, and skills needed by themselves, society, nation and state (Article 1 RI Law No. 20 of 2003 concerning the National Education System). Educators of course must be able to facilitate students to get progress in every learning process and outcome in order to support the implementation of educational programs through scientific and technological innovations that already exist into products to balance brain functions that lead to creative and effective learning.

Covid-19 has lasted two years since it was declared by WHO and has spread rapidly across the global world. Countries enforce Covid-19 health protocols and lockdowns. This situation places the country and individuals in a crisis situation. Likewise, the world of education, teachers, and students are forced to prematurely prepare to change face-to-face learning strategies to online learning (Daroedono et al., 2020; S Pokhrel, 2021; Sumitra Pokhrel & Chhetri, 2021; Sintema, 2020). Changes in learning activities at all levels of education make students and teachers need special teaching methods, and teachers must be required to be creative in delivering material through online learning media. Educators seem to be forced to use technology even though not all students are used to learning through online. Moreover, many female teachers who have entered old age are still not proficient in teaching using internet technology or social media, especially in various regions. Teachers are required to improve themselves not only to adapt to technology, even more than that they are required to prepare quality strategies and approaches to maximize what they have to ensure the quality of learning with their students. In fact, at the same time, teachers and education personnel are also human beings who have anxiety about themselves, their families, and those closest to them during the pandemic situation, most of whom are required to have a high workload with low support. The longer the pandemic lasts, educators will experience stress and burnout (J Cleland, 2020; Jennifer Cleland et al., 2020; Schein, 2016; Wald & Wald, 2020). Especially for female teachers who are married and have children. They have to balance the dual roles between housework and professional duties as teachers. Female teachers are required to be moderators in all aspects of their lives, to be moderators in teaching and learning activities

and to guide students and to be moderators in the household. This dual role of female teachers will be able to influence their views on the meaning or meaning of their lives during this pandemic. Research data shows that in this pandemic situation, teachers experience pressure which results in impaired subjective well-being (Basar et al., 2021; Doucet et al., 2020; Murni et al., 2021). In facing this challenge, schools, teachers and education personnel, need support from all parties (Doucet et al., 2020)

Subjective well-being is the result of an evaluation of the quality of life by accumulating the emotional dynamics that exist in the individual (Vandenbos, 2007). Someone with high subjective well-being will show amazing self-quality in dealing with every thing in life, both in placing emotions. (Ramadhani, Pratitis & Aristawati, 2018). Subjective welfare is needed by every individual and from various professional circles, including teachers during a pandemic. One of the creations of subjective well-being is gratitude which is the embodiment of patience and compassion for someone or something (Murisal & Hasanah, 2017) because gratitude has a great relationship with the components of psychological well-being, namely environmental mastery, personal growth, positive relationships, life goals, and self-acceptance (Wood et al, 2009).

Frankl (2004) argues that someone is unable to live the suffering experienced because someone is unable to live the suffering experienced because someone does not know the plan behind the trials in life's problems. Female teachers will be able to increase meaning in themselves to increase meaning in life. In his research, Frankl (2004) states that the desire to make sense of life is to work, create and carry out other important activities with the aim of making life valuable and meaningfully lived. The level of meaningfulness of a person's life is influenced by several things which include support from the environment, self-acceptance, economic conditions, and also working conditions (Bastaman, 2007). Regarding the meaning of a person's life who works and works, it shows that it also contains gratitude because in gratitude there is a work factor to believe in things that need to be achieved and fulfilled (Makola, 2014; Mason, 2013) (Hasanah, 2017) states that gratitude and the meaning of life have a positive relationship and are related to each other, namely the achievement of seeking happiness with gratitude which is part of the way to interpret what has been done as a real human work. This study will discuss the existence of gratitude, the use of social media, and subjective well-being of the meaning of life for female teachers as moderators during the pandemic.

### **Subjective well-being**

Individuals perceive their life experiences through cognitive and affective evaluations that can represent their psychological well-being. Subjective well-being as an evaluation of life that is felt by a person with certain aspects of life and in life as a whole by considering feelings which include emotional experiences experienced refers to individual psychological functions that can run well (Eid & Larsen, 2008; Diener et al., 2006). Subjective well-being is the level at which a person can assess and evaluate the quality of his life as expected and can feel pleasant feelings. Subjective well-being is a psychological concept in a person's life that includes several dimensions, namely: Life satisfaction, satisfaction with important things in life, high positive feelings, and low negative feelings (E. Diener, 2000; Lucas, 2018)

Furthermore, there are six factors that can affect subjective well-being, including; (1) Self-esteem, positive self-esteem will lead a person to have good anger control, close relationships with other people, and good interpersonal skills and create a healthy personality; (2) Self-control, can be defined as a person's belief that they can behave appropriately in the face of an event. This self-control involves a decision-making process to be able to understand and cope with the consequences of the decisions made and seek meaning from these events; (3) Extraversion, defined as an individual with an open personality, interested in things that occur outside of him, such as his physical and social environment; (4) Optimism, people who are optimistic about their future will feel happier and more satisfied with their lives. People who evaluate themselves positively have good control over their lives, so they have positive dreams and hopes for the future; (5) Social relationships, Positive social relationships can arise when there is social support and emotional intimacy. Relationships that have support and intimacy will allow individuals to develop self-esteem, minimize psychological problems, be able to develop adaptive problem solving skills, and keep individuals in good physical condition; (6) Having a purpose in life, or what is often associated with the

concept of religiosity. A study found that there was a positive correlation between the concept of religiosity and mental well-being, with people with high religious beliefs having greater mental well-being (E. Diener et al., 1999, 2015). Individuals are said to have high subjective well-being if they experience life satisfaction, often feel joy and rarely feel unpleasant emotions such as sadness or anger. On the other hand, individuals are said to have low subjective well-being if they are dissatisfied with their lives, experience little joy and affection, and often feel negative emotions such as anger or anxiety (E. Diener et al., 2018; Lucas, 2018).

### **Meaning in life**

Victor Frankl, a figure who studies meaning in life, explains that the meaning of life is one of the three principles of logotherapy, namely freedom of will, freedom of meaning, and meaning of life (Bastaman, 2007). Frankl said that humans are not free from biological, psychological, and sociological conditions, conditions that really change humans, but humans have reactions and take attitudes in dealing with these conditions. The meaning of life is also personal and unique because individuals are free to choose their own way of finding and creating meaning of life. The meaning of life is the quality of an individual's appreciation of how much he can develop and actualize his potentials and capacities and of how far he has achieved his life goals, in order to give meaning to his life. Frankl argues that humans are intrinsically capable of finding meaning in life through self-transcendence (Martela & Steger, 2016).

There are three components of the meaning of life, namely the freedom of will, namely the freedom to find his attitude towards the conditions that occur in his life, the will to meaning, which is a condition where a person will make the meaning of life his life goal and make various efforts to get a meaningful life. and the meaning of life. There are 3 sources of meaning in life, namely creative values, experiential values, and attitudinal values (Martela & Steger, 2016; Steger, 2012; Steger et al., 2009) .

### **Gratitude**

According to Emmons & Crumpler (2000) gratitude is an emotional state and attitude towards life which is a source of human strength in improving one's personal and relational well-being. McCullough et al. (2002) stated that the placement of gratitude is found in attitudes (affective) and feelings (mood). A form of emotion or feeling which then develops into an attitude, feeling and will eventually affect the individual. Gratitude is a form of emotion or feeling which then develops into an attitude, good moral character, habit, personality trait that will influence a person to respond or react to something or a situation (Emmons & McCullough, 2004). Individuals who are grateful are due to their self-awareness of receiving kindness, appreciation, gifts from God, other people and the surrounding environment so that they encourage them to reciprocate, give appreciation, be grateful for what they receive, and the following forms can be in the form of words, actions and feelings (Froh et al., 2011; McCullough et al., 2001; Watkins et al., 2017). McCullough et al. (2002) mention that there are several aspects of gratitude, namely: (1) Intensity, someone who is very grateful when experiencing a positive event is expected to increase gratitude compared to someone who does not feel grateful in his life; (2) Frequency, ie someone who is grateful for his life will get gratitude for his life, and gratitude can be given through the slightest help or polite action, in contrast to someone who has a low level of gratitude in his life; (3) Span, the gratitude that arises in him can be obtained at a certain time, where a person can get gratitude from family, work, life itself, and along with various other benefits; (4) Density, refers to the number of people who feel very grateful for a positive outcome. When asked someone who feels grateful for a certain outcome. A person who is less satisfied with gratitude may feel grateful to fewer people for the same result. The tendency to act positively based on a sense of appreciation for the support from the surrounding environment to get love and love to develop (Fishman, 2020; Watkins et al., 2017).

### **Social media used**

The term social media is literally an activity carried out by many people in a certain period of time through internet-based technology to create relationships between users and create a certain community. Social media has six basic functions including user identity management, expert web search, context awareness, content management, network awareness, content sharing, and is also based on the need to stay

connected with others via the Internet. In other words, social media can be said as an internet-based application that allows users to exchange public and private content.

The definition of social media use is individuals who use social media in their daily lives classified into using social media for personal life and used for work activities (Aravinda Kumar, 2018). The use of social media in personal life includes sharing information or other activities with family, friends, relatives, and so on. While the use of social media in work life is related to use in work matters at work, either to communicate work, or share work-related information. developed a measuring scale for the use of social media which is contained in two dimensions, namely the use of social media in work life and the use of social media in personal life (Aravinda Kumar, 2018; Aguenza, 2012; Cetinkaya & Rashid, 2018).

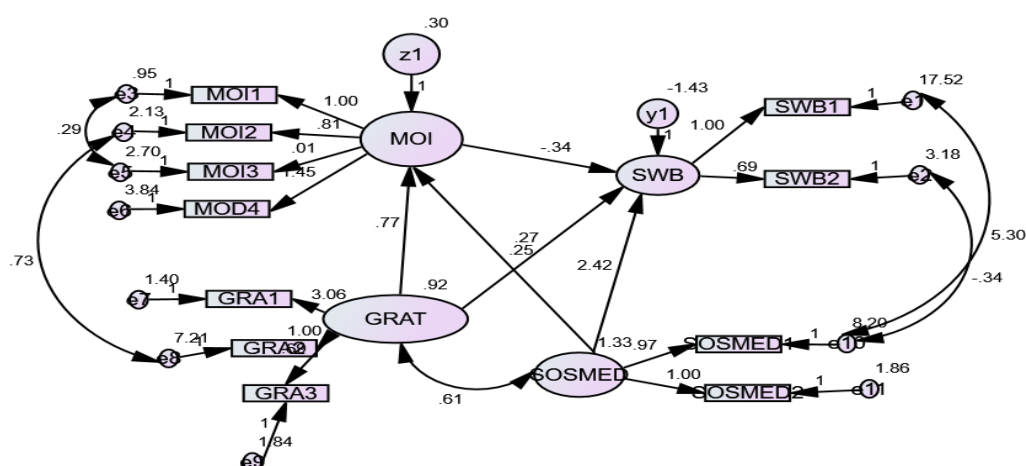
## 2. Materials and Methods

The population in this study were 264 teachers who worked in Cikarang, Bekasi Regency. Millennials are individuals born between 1980 and 2000. All subjects are Muslim who teach in public and private schools. The data were taken with a non-probability sampling approach and purposive sampling technique. The criteria for the respondents in this study were: teachers, married, and aged 21-39 years.

The research instrument used was a questionnaire which began to be distributed on August 19, 2021 and closed on September 30, 2021. Questionnaires filled out by respondents in this study were accessed via Google Forms and questionnaires directly at Islamic private schools in Cikarang. The data received from the questionnaires distributed were 264 people. To measure subjective well-being, the FS (Flourishing Scale) consists of 8 items which were adapted by (E. Diener et al., 2018) to measure the cognitive component and the SPANE (Scale of Positive and Negative Experience) which consists of 12 items to measure the cognitive component. positive affective 6 items and negative consisting of 6 items modified by (E. Diener et al., 2009). Gratitude was measured by adapting the measuring instrument The Gratitude Questionnaire-Six Item Form (GQ-6) made by (McCullough et al., 2002). Meaning in life is measured by adapting the theory developed by (Steger et al., 2009). The measuring tool for social media balance in this study was adapted and modified from the social media use measurement tool developed by (Kaplan-rakowski et al., n.d.) (Aravinda Kumar, 2018). This social media balance scale uses 24 items that are summarized from two dimensions, namely the dimensions of social media use in work life and dimensions of social media use in personal life. Each scale has a reliability value of 0.751 for the subjective welfare scale, 0.819 for the meaning in life scale, 0.891 for gratitude and 0.892 for the social media balance scale. The data were analyzed using multiple regression analysis techniques.

## 3. Result

A full SEM model testing was aimed to evaluate the goodness-of-fit indices. The process including iterating numerous of proposed models that tested until the model achieved its optimal modification indices standard. Figure 1 below presents the final structural model. This model provides pathways of direct relation between Gratitude and Sosial Media factors on Subjective Wellbeing through Meaning in Life variable. Based on a structure equation modelling analysis using a maximum likelihood approach, the best fit model was achieved ( $\chi^2(df) = 42.539(2)$ ; GFI = .972; TLI = .975; AGFI = .944; RMSEA = .033) and  $p = .124$ .



**Figure 1.** Structural equation model of the Gratitude, Social Media Use, Meaning in Life and Subjective Wellbeing

As can be seen from Figure 1 above, the direct effect of all Gratitude and Social Media Use to Subjective Wellbeing through Meaning in life was fit with the data. This result indicates that together Gratitude and Social Media Use predicted Meaning in Life which later influence teacher's subjective wellbeing. This finding indicates that respondents with a higher tendency of meaning in life, which was built upon their sense of gratitude and social media use may have a closer link to subjective wellbeing. Overall, the model analysed supports the key predictions of the meaning in life hypothesis, as potential mediation variable connecting between gratitude and social media use toward one's subjective wellbeing. In details, compare to social media use, gratitude has a larger factor loading to meaning in life which lead to subjective wellbeing. In other words, people who developed gratitude has most likely to possess meaning in life when it comes to subjective wellbeing.

#### 4. Discussion

The meaning of life can be a predictor of subjective well-being. Meaning in life as a concept of a state that shows the extent to which a person has experienced and lived the importance of his life according to his own point of view. Meanwhile, according to Bastaman (2007) things that are considered very important and valuable and provide special value for a person, so that they are worthy of being a goal in life. If something is successfully fulfilled, it will cause the individual to feel a meaningful life and ultimately lead to happy positive emotions such as happiness. Teachers who interpret life as something positive and interpret it seriously will provide positive output in the family when experiencing the most difficult situations. If it is associated with the current Covid-19 pandemic situation, it requires teaching and learning activities to be carried out online. Even though it is done at home, every family member, especially for a married couple who works, will need more energy and time to work and hang out with their children. Teachers who have a positive meaning in life will have a perspective with the situation that is happening in the midst of a pandemic as something to be grateful for because they are given longer time to do activities together at home, and are still given sustenance to meet household needs when people many others have lost their source of sustenance. Furthermore, teachers and their families can achieve their welfare and the meaning of life is predicted to have an influence on their subjective well-being. It is different with someone who interprets his life with something negative. Duties and responsibilities as a teacher especially in the pandemic era which forces the flow of teaching and learning activities to be carried out online, on the other hand, as a parent, having an obligation to teach and accompany children in online learning activities will also be interpreted

as a negative thing. Teachers will often complain and vent to their husbands and children (Martela & Steger, 2016; Steger, 2012).

The results of the analysis also show that the meaning of life is built mostly by gratitude. Individuals who have gratitude and positive use of social media will have a positive attitude in looking at life which in turn raises positive emotions in the form of a motivated work and life spirit. No matter how difficult the problems faced by fishermen, they are faced with gratitude and feelings of satisfaction, especially when bringing large catches (personal interview, November 2021). In the context of teachers, these positive emotions become a major force in the teaching and learning process (Coffey et al., 2010) which in turn supports the assessment of their subjective well-being (E. Diener et al., 2018), even though the life of fishermen is far from material sufficiency. Referring to the broaden-and-build theory positive emotional experiences can be a directed modality to build personal resources. Satisfaction is a subjective moment which includes pleasures in the mind as well as in the body including pleasant experiences. This positive feeling (positive affect) negates the negative feelings (negative affect) that is achieved through efforts to maximize one's feelings of happiness (Ramadhani et al., 2018).

This is what the subject shows as a belief in prosperity and happiness while working in the midst of his family. Interestingly, there is a correlation between the simple appreciation dimension in gratitude and the Experimental values dimension in meaning in life. This is presumably because both aspects are based on the value of appreciation and appreciation. This is shown as gratitude for the fortune how much the sustenance received is grateful for which is related to the appreciation of the experience of goodness, truth, and beauty. In a pandemic situation, anecdotes that have developed are "thank God, still healthy, can still eat" or the slogan "fortunately still healthy, still working, still eating" becomes part of the values of life that adorn teachers.

Another interesting result is the negative relationship between two cognitive and affective dimensions of subjective well-being with the dimensions of using social media for personal purposes. This seems to be closely related to the household situation and the relationship pattern that developed between the female teacher and her husband. In relation to that, the use of social media, both in personal and work matters, has become commonplace in the general public, especially if it is associated with the teaching system carried out by a teacher in the era of the Covid-19 pandemic, which has become out of control. This is evidenced by a teacher spending more time in front of a laptop screen to teach via video conference, checking email as an alternative way of sending assignments during online learning, after teaching time is still often found teachers use their time to relax on social media such as Twitter, Instagram, *Tik-tok*. If activities like this continue, the balance of social media owned by the teacher will not be achieved, thus the time to rest or gather with family will be reduced, thus direct interaction between families will be reduced. Thus subjective well-being will not be achieved, related to family resilience. If the teacher can divide the time to use social media in both work and personal matters, direct interactions between family members will be maintained. Thus the spouse and children will feel given affirmation and affection. If the balance in social media is successfully achieved, it can be said that the balance of social media has an influence on subjective well-being.

## 5. Conclusion

Based on the results of the research conducted, it can be concluded that there is a relationship model between gratitude and social media with subjective well-being through meaning in life fit with empirical data. Gratitude has a significant influence and a greater contribution in influencing meaning in life, while social media is not significant. It's just that the dimension of simple appreciation of gratitude is correlated with experimental values of gratitude. In addition, the two dimensions of subjective well-being have a negative correlation with the dimensions of using social media for personal purposes. The findings in this study are slightly different from the findings of previous studies, but do not simply invalidate the existing theory, especially related to factors that can affect subjective welfare, especially for fishermen. The results of

this study can be used as positive input for the government, and the respondents themselves, to pay more attention to factors that can affect subjective welfare. This finding is at the same time a limitation for the findings related to other factors that can also affect the subjective well-being of teachers. Therefore, it is necessary to look more comprehensively at every possible factor that can influence subjective well-being, for example by developing gratitude, personal modalities, positive mindset, mutual support between partners, and skills that can be used to earn additional household income. Another implication is that so that gratitude can strengthen themselves and their families in subjective well-being, it seems that teachers need to develop an attitude of trustworthiness. Gratitude will have no impact on the quality of life if it is not accompanied by an attitude of tawakkal. Tawakkal is a conception that comes from Islamic teachings related to an attitude of surrender to God which is shown through a strong belief in life that comes from God's provisions and the hope that God has guaranteed maintenance for him. Tawakkal for fishermen will help reduce the pressure (stress) from their life (see for example Husnar, Saniah, & Nashori, 2017), as well as calm them down.

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