

How Forgiveness Affects Teacher Life Satisfaction Mediated by Teacher Gratitude?

Ponco Dewi Karyaningsih¹, Susan Febriantina², Roni Faslah³, Munawaroh⁴,
Farah Cantika⁵

Universitas Negeri Jakarta, Indonesia^{1,2,3,4,5}

Abstract: *This study aims to determine the effect of forgiveness on teacher life satisfaction mediated by gratitude at vocational high school teachers in Tangerang District. This survey research with a sample of 205 respondents, uses proportionate random sampling techniques. The data were analyzed using SmartPLS 3.0 program, and a detection test of intervening variables effect uses multiple tests. Our findings show that forgiveness affects the life satisfaction of teachers as mediated by gratitude. The original sample value of the influence of these three variables is 0.230 and t -statistics > 1.96 is 4.192. Furthermore, based on a p -value of $0.000 < 0.05$, the forgiveness variable influences life satisfaction with gratitude as mediation, which has a significant indirect effect. The Sobel test results got a value of 4.757, the values > 1.96 , this proves that gratitude can mediate the effect of forgiveness on teacher life satisfaction. This study can encourage social and human scientific development efforts.*

Keywords: forgiveness, life satisfaction, gratitude.

Introduction

Teaching is a profession that must be chosen not because of an accident or obligation but because of desire. A teacher who loves and enjoys teaching will have a high level of job satisfaction. When a person is satisfied with what he is doing, he will be happy and productive at work, where he spends most of his day, and this will contribute positively to his overall life satisfaction. Someone who is not loving or dissatisfied with what he does can be said to be unproductive at work and unhappy in his daily life.

Therefore the level of teacher satisfaction is a global concern. For example, South Korea is very concerned about the satisfaction of the life of its teacher, according to UNESCO in 2014 South Korea ranked 14th with a high number of residents who want to become teachers (Lee & Shin, 2017). Besides, the Netherlands in 2001 budgeted 5.3% of its GDP in education. The standard of living of teachers in this country is also highly considered by the government, by giving a salary of Rp 5.5-6 million/month and added various benefits and additional wages from the teacher certification (Brok, Wubbels, & Tartwijk, 2017).

Law number 14 of 2015 article 1 that the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education through formal education, basic education, and secondary education. In connection with the regulations of the Act that the teacher is the main key for all students can to be successful or fail. A teacher can contribute good teaching to his students to educate the nation and produce superior resources.

This thinking has explained how the urgency of teachers in education. But reported from AntaraNews, (2019) the problem of teachers that occurred in the city of Tangerang, based on

¹ Correspondent Author E-Mail: susanfebriantina@unj.ac.id

the presentation of the Chairperson of the Executive Board of the Indonesian Teachers Association (PB PGRI) Prof. Unifah Rosyidi said that the main problem of teachers at the moment is the well-being of teachers and the quality of teachers which has an impact on the teacher's life satisfaction in the City of Tangerang and South Sulawesi.

Therefore, to find out the problem of teacher's life satisfaction that occurred in the District of Tangerang, researchers conducted a pre-research of 45 teachers in the Vocational High School in Tangerang District. Pre-research shows that the teacher's life satisfaction in vocational high schools has a low percentage of those who don't feel the life satisfaction for teachers by 71%, and who have felt the life satisfaction of teachers by 29%.

Then, the researcher surveyed unstructured interviews with teachers at the private vocational high schools regarding teacher life satisfaction, so several things affect teacher life satisfaction. Researchers get data that several things affect including self-awareness, self-efficacy, emotional support, gratitude (gratitude), and attitude to forgive conditions, and forgiveness.

Based on the explanation about things that affect the life satisfaction of teachers, the researchers surveyed several private vocational high schools in Tangerang District. Research results are as follows:

Table 1

Research Results Factors That Have More Influence on Life Satisfaction

No	Factor/Variable	Percentage	
		Yes	No
1	Self-awareness	70%	30%
2	Sel-eficacy	65%	35%
3	Emotional support	72%	28%
4	Forgiveness	72%	28%
5	Gratitude	85%	15%

Based on the survey it is also known that forgiveness and gratitude have a large percentage of influencing teacher life satisfaction by 72% and 85%. Therefore, researchers are interested in researching "The Effect Of Forgiveness On Teacher Life Satisfaction In Mediation By Gratitude At Vocational High School Teachers In Tangerang District".

Literature Review

Forgiveness

According to Barker (2009), Forgiveness is a decision not to pursue resentment or revenge with creating a new story about what occurred which is both peaceful and self-empowering correctly putting your attention back on yourself rather than on the other person, and reclaiming a sense of inner peace and love. Ahmad & Silfiasari (2019), forgiving is the prevention of strong negative emotions, positive, and based on love, to those who violate or hurt someone. That love-based positive emotion is empathy, sympathy, friendship love, compassion, or romantic love. Smith (2019), delineated four dimensions of forgiveness: (1) self-forgiveness, the "release of negative affect and self-blame associated with past wrongdoings, mistakes, and regrets"; (2) Forgiveness of others, "forgiving another for some harm done"; (3) forgiveness by God, "a belief or perception that one's transgressions are forgiven by the divine"; and (4) proactive forgiveness, "initiating the process of giving and receiving forgiveness". Based on the opinions of these experts, it can be synthesized that forgiveness is a way of responding to negative things that aren't pleasing to the heart by creating

positive thoughts because they have to make peace with negative emotions so that in the end a positive relationship is formed between themselves and also with others.

Arıcioglu, (2016) forgiveness is a willingness to leave one's right to resentment, negative judgment, and indifferent behavior toward one who unjustly injured us, while fostering the undeserved qualities of compassion, generosity, and even love toward him or her. Forgiveness is a powerful phenomenon in explaining wellbeing. It has been related to numerous mental health benefits including reduced stress, anger, depression, and anxiety; positive relational health including improved social support and marital quality; and an array of physical health benefits including lowered blood pressure and improved cardiovascular (Worthington & Williams, 2015). Furthermore, Worthington & Williams (2015), divided into forgiveness two primaries "types" of forgiveness: (1) emotional forgiveness the replacement of negative, unforgiving emotions with positive emotions toward the offender; (2) decisional forgiveness is thought to relate to positive through reconciliatory processes, improved relationship, and better social support. Wisdom is linked to reports of dispositional forgiveness and may contribute to forgiveness by promoting contextualized thinking about transgressions, particularly dimensions concerning deeper perspectives on others' viewpoints, as well as the use of personal life experiences to view a situation in a broader personal and relative lifespan context (Booker & Dunsmore, 2015). Based on the three theories, it can be synthesized that forgiveness is a way to respond to negative things that are hurtful by not denying pain because they have to make peace with their own emotions, but in the end, it will create positive relationships both for themselves and others.

According to Bayram (2015), forgiveness in terms of psychology is considered a manner of reaction initiating high-level moral behavior and the improvement process of healthy behavior. The act of forgiveness can be manifested in different forms such as self-forgiveness, forgiving someone else, ethnic groups' forgiving each other, and international forgiveness. Forgiveness is a multidimensional construct and defined as "the framing of a perceived transgression, and sequelae of the transgression are transformed from negative to neutral or positive (Thompson et al.; Ikiz & Asici, 2015). Furthermore, Ikiz & Asici (2015) defined forgiveness as "the set of motivational changes whereby one becomes (a) decreasingly motivated to retaliate against an offending relationship partner; (b) decreasingly motivated to maintain estrangement from the offender; and (c) increasingly motivated by conciliation and goodwill for the offender, despite the offender's hurtful actions". According to Thompson et al., (2005) forgiveness can be classified as forgiveness of self, others, and situations. Based on the three theories, it is synthesized that forgiveness is a decision to leave something unpleasant by creating positive thoughts so that the desire to revenge is reduced and more focused by reconciling one's feelings.

Life Satisfaction

Life satisfaction is a cognitive assessment of one's life quality and depends on cognitive and subjective evaluation has been considered as an important measure for psychological health and subjective well-being (Gilman & Huebner; Akin & Akin, 2016). According to Sirgy (2012), life satisfaction is a cognitive judgmental process dependent on a comparison of one's circumstances with what is thought to be an appropriate standard. Life satisfaction is a cognitive appraisal of one's life quality and depends on one's cognitive and subjective evaluation, which has been considered as an important measure for psychological health and subjective well-being (Akin & Akin, 2016). Furthermore, Eldelekliog (2015) explains that subjective happiness is closely related to life satisfaction and is defined as an individual's subjective evaluation of his/her happiness or unhappiness. Based on some of these theories, it can be synthesized that life satisfaction is an individual's cognitive and subjective assessment by his standard of

welfare. Thus, the lower the difference between the perception of achieving life with some standard, the higher the satisfaction of life.

Forrest et al., (2017) explain that life satisfaction is part of the multidimensional concept of subjective well-being, defined as “hope people experience and evaluate their lives” and inclusive of experiential (positive and negative affective states), evaluative (cognitive judgments of how satisfying is life), and eudaimonic (appraisals of life as having a meaning, purpose, and hope). On the other hand, life satisfaction is defined as the evaluation of an individual’s general life from standards that fit their lifestyle and compare their situation in their own lives with these standards (Pavot et al.; Çikrikci & Griffiths, 2019). On the other hand, Forrest et al., (2017) state that assessments of life satisfaction are context-free (global life satisfaction), context-specific assessments of life satisfaction that yield a single score (general life satisfaction), and multi-dimensional profiles that produce scores for each context evaluated. Based on these theories, it can be synthesized that life satisfaction is the overall welfare of life with various assessments, cognitive, and affective following the standard of living experienced by developing, formulating, and evaluating life assessments based on goals and expectations.

Life satisfaction refers to one’s global cognitive evaluation of satisfaction with their own life as a whole. It is integrally tied to emotional, behavioral, social, environmental, and psychological outcomes and is regarded as an important component of subjective well-being (Zhu, 2014). Emmons & McCullough (2004), described two alternative models of life satisfaction organized within two major conceptual frameworks; the unidimensional (global life satisfaction) and multidimensional models. The unidimensional framework assumes that a single factor can represent different levels of overall life satisfaction. In contrast, the multidimensional framework focuses on life satisfaction across a range of core life domains. According to Schimmack (2008), the relationship between overall life satisfaction and domain-specific satisfaction is both bottom-up and top-down. In a bottom-up relationship, people first develop satisfaction with specific life and domains and then formulate an overall life satisfaction from these domain satisfactions. In a top-down relationship, people first develop a sense of overall life satisfaction that then leads them to positively or negatively evaluate specific life domains. Based on these theories, it can be synthesized that life satisfaction is the overall welfare of one's life with various assessments, cognitive, and effective following the standards of life experienced by developing, formulating, and evaluating life assessments.

Gratitude

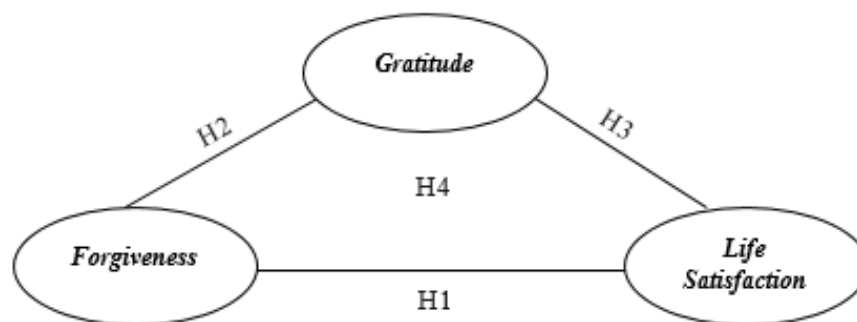
According to Akhtar (2013), gratitude is an appreciation of the desired element that has occurred among the events and happenings of one’s life. While according to Petrocchi & Couyoumdjian (2015), gratitude as a disposition, has been defined as a tendency to recognize and respond with grateful emotion to the roles of other people’s benevolence in the positive experiences and outcomes that one obtains. Gratitude produces a pleasant state and is associated with positive emotions, including contentment, happiness, pride, and hope (Hermansyah, 2018). Alkozei, Smith, & Killgore (2017), explain that gratitude has traditionally been a difficult term to define, a site that has been variously classified as an emotion, an attitude, a life-orientation, and even a moral virtue. Based on these theories, it can be synthesized that gratitude might be best described as part of a wider life orientation towards noticing and appreciating the positive in the world.

According to Bono, Hills, & Emmons (2012), delineated three moral functions of gratitude in social life by examining the existing empirical research on gratitude and related concepts (i.e., thankfulness, appreciation); First, the emotion of gratitude serves as a moral barometer by indicating a change in one’s social relationships; recipients regard benefactors as moral agents for having augmented their well-being and acknowledge the particular importance

of relationships with them; Second, as a moral reinforcer, the expression of gratitude increases the chances that a benefactor will respond benevolently again in the future, just as the expression of ingratitude can anger benefactors and discourage them from acting benevolently again; Third, gratitude serves as a moral motive because its experience motivates recipients to then behave prosocially or inhibit destructive behavior toward a benefactor in return or toward others. Gratitude is divided into two types, which are (a) personal gratitude which is gratitude directed toward a certain person who has benefited himself, and (b) transpersonal gratitude, which is gratitude addressed to God, greater power, or to the universe (Hermansyah et al., 2017). Based on these theories, it can be synthesized that gratitude is part of the emotions that shape the moral strength of the individual personality, as well as forming a tradition of thanking God, which gives rise to satisfaction and hope

Emmons & McCullough (2004), submit that people high in the disposition of gratitude should show facets of intensity (they show a higher intensity in their grateful experiences), frequency (they should experience gratitude more frequently), span (they are more likely to feel grateful for several different life circumstances at any moment), and density (they are more likely to attribute successful outcomes to a wider variety of sources). Furthermore, identified three components of gratitude: (1) a warm sense of appreciation for somebody or something; (2) a sense of goodwill toward that person or thing; (3) a disposition to act that flows from appreciation and goodwill (Emmons & McCullough (2004). Based on this theory, the researcher synthesizes that gratitude is a positive emotion towards an event that gives peace to create a positive thing in the form of satisfaction, usually directed to generous people who have morals.

Conceptual Framework



H₁: The effect of forgiveness on life satisfaction

According to Maddux (2018), global well-being (i.e., life satisfaction and happiness), romantic relationship well-being, and family well-being, and presented a model showing forgiveness. Kaleta & Mróz (2018), explain that forgiveness should help establish and maintain a relationship that brings such satisfaction and account for an individual's psychological well-being, focus on the cognitive aspect of subjective well-being satisfaction with life. On the other hand, one concept that affects life satisfaction is forgiveness, which is defined as the willingness to let go of negative feelings, such as anger and revenge, that an individual feels toward another person for an unjust hurt; instead, the individual tries to develop positive feelings, such as love, generosity, and mercy, toward the other person (Enright & Fitzgibbons; Eldelekllog, 2015). Based on the three theories, it can be synthesized that forgiveness influences life satisfaction because it gives rise to one's psychological well-being.

H₂: The effect of forgiveness on gratitude

Both forgiveness and gratitude are positive psychological responses and interconnected, the former to interpersonal injuries and the latter to interpersonal benefit (Bono & McCullough; Wilks et al., 2014). On the other hand, Ajmal et al. (2016) explain that gratitude, like

forgiveness, has been shown to have positive associations with well-being, positive affect, emotions, and happiness. According to Luthans et al. Charzyńska, Gruszczyńska, & Heszen (2018), gratitude is commonly viewed as closely related to forgiveness, being the other side of the same coin. These virtues both represent positive psychological responses; thus, while a grateful person adopts a positive approach when dealing with the negatives in their life. Based on the three theories, it can be synthesized that forgiveness influences gratitude because both of them have a positive relationship with their life.

H3: The effect of gratitude on life satisfaction

Gratitude could help change negative emotions from the past into future feelings of satisfaction (Baek & Lim; Lee et al., 2018). On the other hand, the relationship between gratitude and life satisfaction that refers to is defined as a global evaluation of the quality of one's life and is regarded as an important component of subjective well-being (Diener et al., Kong, Ding, & Zhao, 2014). The positive association between gratitude and life satisfaction may result from a broaden-and-build mechanism that is elicited by gratitude; i.e., gratitude may broaden an individual's awareness of positive and trigger actions that aid the accumulation off additional for achieving life goals (Chen, Wu, & Chang, 2016). Based on the three theories, it can be synthesized that gratitude has an influence on life satisfaction. With gratitude, teachers can enjoy life experiences positively.

H4: The effect of forgiveness on teacher life satisfaction in mediation by gratitude

According to Emmons & Mccullough (2004), forgiveness and gratitude are defined as relational virtues because they have given the process of strengthening and repairing the relationship and both are associated with life satisfaction. The factors affecting life satisfaction, there is one factor to forgiveness, that is gratitude. Forgiveness and gratitude are the power among individuals that help someone to generate positive emotions and help creating god relation to achieve well-being (Breen et al.; Ahmad & Silfiasari, 2019). On the other hand, Wilks et al. (2014) explain that gratitude has been associated positively with a range of measures of subjective well-being, and those who score highly on measures of gratitude as an affective trait tend to experience a high degree of life satisfaction and positive affect, as well as scoring higher on measures of pro-social behavior. Based on the explanation of these experts, it can be synthesized that forgiveness has an influence on the satisfaction of the teacher's life with gratitude as mediation. With forgiveness as a positive psychology of a teacher, the teacher will get life satisfaction by coupled gratitude attitude toward life experience he experiences.

Methodology

Procedure and Participants

This study is quantitative research. The quantitative method is a research method used to test a specific population or sample using research instruments and analyzed statistically to test the hypothesis that has been determined. The model used in this study is path analysis to see the effect of the independent variable on the dependent variable that is mediated by another variable (Alwin & Hauser, 1975).

Subjects involved in this study are 205 vocational high school teachers in Tangerang District. According to Sugiyono (2018), purposive random sampling is done to choose the sample by setting the specific characteristic that is suitable for this study so the research question can be answered.

Measure

Forgiveness

Forgiveness was measured with the Heartland Forgiveness Scale (HFS) by Thompson et al., (2005). The scale has 14 items (e.g., Although I feel bad at first when I mess up, over time I can give myself some slack) with a 7-point Likert scale (1= strongly disagree, 7= strongly agree). The scale consists of three dimensions; forgiveness of self, the forgiveness of others, and forgiveness of situations. In the current study, the Composite reliability for this scale was 0.953.

Life Satisfaction

Life satisfaction was measured with the Satisfaction with Life Scale (SwLS) by Diener et.al., (2003). The scale consists of five items (e.g., In most ways my life is close to my ideal) with a 7-point Likert scale (1= strongly disagree, 7= strongly agree). The scale consists of one dimension; unidimensional. In the current study, the Composite reliability for this scale was 0.913.

Gratitude

Gratitude was measured with the Gratitude Questionnaire (GQ) by McCullough, Emmons, & Tsang (2002). The original version of the scale has six items (e.g., I have so much in life to be thankful for) with a 7-point Likert scale (1= strongly disagree, 7 = strongly agree). The scale consists of four dimensions; intensity, frequency, span, and density. In the current study, the Composite reliability for this scale was 0.911.

Data Analysis

To analyze the obtained data, a path analysis test was conducted using the Statistical Program for Partial Least Square (SmartPLS) software version 3.0. According to Ramayah, Cheah, Chuah, Ting, & Memon (2018), PLS is an alternative approach that shifts from a covariant-based SEM approach to variant based. Covariance-based SEMs generally test causality or theory, while PLS is more predictive.

Result and Discussion

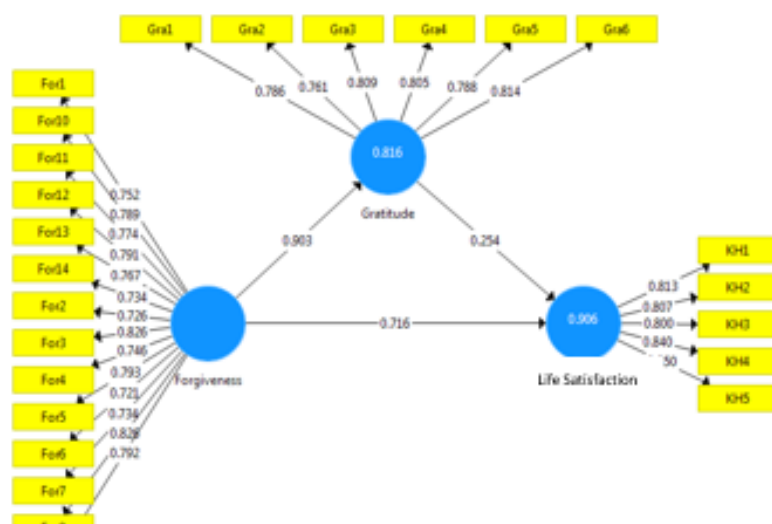
Outer Model

Convergent Validity

The Convergent Validity of the measurement model with reflexive indicators is assessed based on the correlation between the item score or component score estimated by the Smart PLS software. Referring to the criteria set by Hussein (2015), indicators that have a loading value of less than 0.7 are removed from the analysis. This study used a loading factor limit of 0.7.

Figure 1

The result of the analysis of PLS 3.0



Composite Reliability and Average Variance Extracted (AVE)

Criteria for validity and reliability can also be seen from the value of the reliability of a variable. Variables can be said to have high reliability if the reliability composite value is above 0.7 and the Average Variance Extracted (AVE) value is above 0.5. Table 2 presents the value of Composite Reliability and AVE.

Table 2
Composite Reliability dan AVE

Variable	Composite Reliability	Average Variance Extracted (AVE)
Forgiveness	0.953	0.593
Life Satisfaction	0.913	0.676
Gratitude	0.911	0.630

Source: The result of the analysis of PLS 3.0

Based on table 2, it can be seen that the value AVE of each is greater than 0.5 so it can be concluded that the variables used in the study are valid. Furthermore, it shows that all variables meet the composite reliability because the value is above the recommended number 0.7 which means that all variables have met reliable criteria.

Discriminant Validity

Discriminant validity is performed by comparing the AVE root values of each construct with the correlation between one construct and the other construct. To examine discriminant validity, we can use cross-loading values. The results of cross-loading tests appear in the following table:

Table 3
Cross Loading

	Forgiveness	Life Satisfaction	Gratitude
For1	0.752	0.696	0.609
For10	0.789	0.733	0.627
For11	0.774	0.678	0.652
For12	0.791	0.761	0.708
For13	0.767	0.705	0.699
For14	0.734	0.671	0.715
For2	0.726	0.647	0.667
For3	0.826	0.806	0.814
For4	0.746	0.687	0.666
For5	0.793	0.714	0.642
For6	0.721	0.719	0.688
For7	0.734	0.629	0.627
For8	0.826	0.762	0.788
For9	0.792	0.755	0.749
Gra1	0.748	0.686	0.786
Gra2	0.586	0.604	0.761
Gra3	0.693	0.681	0.809
Gra4	0.688	0.702	0.805
Gra5	0.727	0.749	0.788
Gra6	0.806	0.810	0.814
LS1	0.751	0.813	0.713
LS2	0.761	0.807	0.752
LS3	0.733	0.800	0.686
LS4	0.808	0.840	0.771
LS5	0.831	0.850	0.779

Source: The result of the analysis of PLS 3.0

Based on table 3, it can be seen that the cross-loading, forgiveness (For), life satisfaction (LS), and gratitude (Gra) have greater construct values compared to loading values in other constructs. All indicators analyzed a greater value of the suitability of an indicator to explain its construction compared to explain another construct.

Inner Model

Measurement of the model with PLS begins by looking at the R-square of each dependent latent variable. The changes in the value of R-square can be used to assess the effect of certain exogenous latent variables on endogenous latent variables that have substantive effects. Table 4 shows the results of the R-square estimation using Smart PLS 3.0.

Tabel 4
R-Square (R²)

Variable	R Square
Life Satisfaction	0.906
Gratitude	0.816

Source: The result of the analysis of PLS 3.0

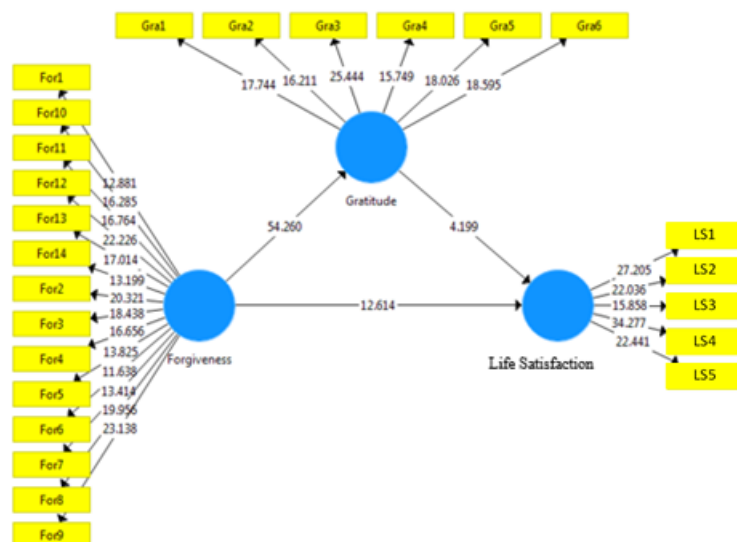
Based on table 4 can be described as the following:

- R-Square model I = 0.816, which means that the ability to construct forgiveness variables in explaining gratitude is 0.816 or 81.6%.
- R-Square model II = 0.906, which means that the ability to construct forgiveness and gratitude variables in explaining life satisfaction is 0.906 or 90.6%.

Results of Hypothesis Test and Discussion

Figure 2

Inner Model (The result of the analysis of PLS 3.0)



The step in measuring the structural model is to calculate the significance of the relationship between the constructs.

Tabel 5

The Coefficient Of path (Path Coefficient)

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Forgiveness -> Life Satisfaction	0.716	0.718	0.057	12.614	0.000
Forgiveness -> Gratitude	0.903	0.906	0.017	54.260	0.000
Gratitude -> Life Satisfaction	0.254	0.253	0.061	4.199	0.000

Source: The result of the analysis of PLS 3.0

Based on table 5 can be described as the following:

H1: The Effect Of Forgiveness On Life Satisfaction

Based on the calculation of the path coefficient in table 5, the forgiveness variable has a positive effect on life satisfaction directly with the original sample value of 0.716 and t-statistics > 1.96 which is 12.614. Furthermore, based on the p-value of 0.000 <0.05, it can be concluded that forgiveness has a positive and significant effect on life satisfaction directly, then H1 in this study was accepted. The results of this study support the opinion of Akin & Akin (2016), Sarini,(2019), Ayten (2016), and Eldelekliog (2015) which states that it is a positive and significant effect between forgiveness on life satisfaction.

The results showed that forgiveness *applied* by vocational senior high school teachers in Tangerang District had a positive influence on life satisfaction on the teacher himself. Forgiveness attitude affects the teacher through life satisfaction can build positive emotions so that can make teachers better manage and control themselves to unconditional situations. So when the teacher feels disappointed with the conditions experienced, the teacher tries to continue to think positively to forgive the condition. With the teacher's attitude that makes the teacher become more calm, so many things that make the teacher feel quite / satisfied with this life.

H2: The Effect Of Forgiveness On Gratitude

Based on the calculation of the path coefficient in table 5, the forgiveness variable has a positive effect on gratitude directly with the original sample value 0.903 and t-statistics > 1.96 which is 54.260. Furthermore, based on the p-value 0.000 <0.05, it can be concluded that forgiveness has a positive and significant effect on gratitude directly, then H2 in this study was accepted. The results of this study support the opinion of Bayram (2015), Aziz et al., (2017), dan Charzyńska et.al (2018) which states that there is a positive and significant influence between forgiveness on gratitude.

The results showed that forgiveness applied by vocational senior high school teachers in Tangerang District had a positive influence on gratitude on the teacher himself. Forgiveness affects the teacher through gratitude. When teachers find it difficult to forgive mistakes made by themselves or those of others, vocational teachers apply gratitude in themselves because with increasing age the teacher must be more able to appreciate other people, events, situations that are part of this life. This can build a good emotional for teachers in dealing with the world of work associated with students, parents, colleagues, work conditions, family conditions, and conditions themselves. So that it can change negative emotions into positive emotions.

H3: The effect of gratitude on life satisfaction

Based on the calculation of the path coefficient in table 5, the gratitude variable has a positive effect on life satisfaction directly with the original sample value 0.254 and t-statistics > 1.96 which is 4.199. Furthermore, based on the p-value 0.000 <0.05, it can be concluded that forgiveness has a positive and significant effect on life satisfaction directly, then H3 in this

study was accepted. The results of this study support the opinion of Kong et.al (2014), Sulastina & Rohmatun, (2018), dan Datu & Jose (2016) which states that there is a positive and significant influence between gratitude on job satisfaction.

The results showed that the gratitude applied by vocational senior high school teachers in Tangerang District had a positive influence on life satisfaction on teachers. Gratitude affects the teacher through the satisfaction of the teacher's life. Over time and various events that have been passed to make teachers in Tangerang District Vocational School feel grateful for something that approached his life. With gratitude makes the living conditions of teachers for the better and the teacher feels satisfaction in this life. Gratitude contained in the teacher will automatically build positive thoughts so that it makes teachers feel satisfied with their lives.

H4: The Effect of Forgiveness on Teacher Life Satisfaction Mediated by Gratitude

Table 6

Indirect Effect

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Forgiveness -> Gratitude -> Life Satisfaction	0.230	0.229	0.055	4.192	0.000

Source: The result of the analysis of PLS 3.0

Based on the calculation results in table 6, the forgiveness variable influences life satisfaction with gratitude as a mediating variable between the two. The original sample value of the influence of these three variables is 0.230 and t-statistics > 1.96 which is 4.192. Furthermore, based on a p-value of 0.000 < 0.05, it can be concluded that the forgiveness variable has a positive effect on life satisfaction with gratitude as a mediating variable, then H4 in this study was accepted. The results of this study support the opinion of Ahmad & Silfiasari (2019) dan Arıcıoğlu, (2016) which states that there is a positive and significant effect between forgiveness on life satisfaction mediated by gratitude.

The results showed that forgiveness applied by vocational senior high school teachers in Tangerang District had a positive influence on life satisfaction on teachers mediated by the gratitude of the teacher himself. As explained earlier, forgiveness affects the satisfaction of the teacher's life mediated by gratitude. This is caused by teachers who can process their emotions because the three variables are related to positive emotions in a person. In the end, Vocational High School teachers in Tangerang District are better able to make peace with bad situations in their lives, so that teachers can feel good conditions and feel satisfaction in this life. It is also influenced by a sense of gratitude for many events that have occurred before which are used as learning. Then it can be concluded that forgiveness, directly and indirectly, affects the satisfaction of the teacher's life with gratitude.

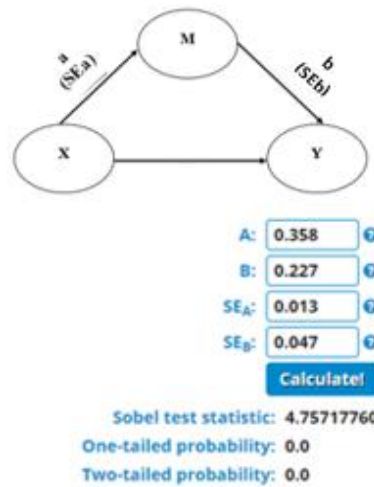
Sobel Test

Sobel test is a trial to find the hypothesis of mediation. The Sobel test is carried out by testing the indirect effect of the independent variable on the dependent variable through the mediating variable. For the important role of the effect of forgiveness on teacher life satisfaction in mediation by gratitude.

The researcher verifies the calculation using an online calculator that can be accessed via the web <https://www.danielsoper.com/statcalc/calculator.aspx?id=31>. The results of calculations with an online calculator are as follows:

Figure 3
Sobel Test

Source: Data Processed Researchers



Based on the calculation results above, we can get a Sobel test value of $4.757 > 1.96$ with a significance level of 5%, then prove that the effect of forgiveness on teacher life satisfaction in mediation by gratitude.

Conclusion

The results of the study concluded that forgiveness had a positive and significant effect directly on life satisfaction, as well as through mediation of gratitude with the respondents of the vocational high school teacher in Tangerang District. Furthermore, the results of the statistical analysis testing hypothesis concluded:

- Forgiveness has a positive and significant effect on life satisfaction. This shows that the higher the forgiveness level of the vocational high school teacher in Tangerang District, the life satisfaction increases, and otherwise if the level of forgiveness is lower then employee life satisfaction decreases.
- Forgiveness has a positive and significant effect on gratitude. This shows that the higher the forgiveness level of the vocational high school teacher in Tangerang District, the gratitude increases, and otherwise if the level of forgiveness is lower then employee gratitude decreases.
- Gratitude has a positive and significant effect on life satisfaction. This shows that the higher the forgiveness level of the vocational high school teacher in Tangerang District, the gratitude increases, and otherwise if the level of forgiveness is lower then gratitude decreases
- Forgiveness has a positive and significant effect on life satisfaction through the mediation of gratitude. This shows that the higher the forgiveness level of the vocational high school teacher in Tangerang District, the gratitude increases and has an impact on increasing life satisfaction, and otherwise if the forgiveness level is lower then gratitude becomes low so resulting in decreasing life satisfaction.

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About the Author:

Chief Researcher
Ponco Dewi Karyaningsih <i>Universitas Negeri Jakarta, Indonesia</i>
Researcher Member
Susan Febriantina <i>Universitas Negeri Jakarta, Indonesia</i>
Roni Faslah Munawaroh <i>Universitas Negeri Jakarta, Indonesia</i>
Munawaroh <i>Universitas Negeri Jakarta, Indonesia</i>
Farah Cantika <i>Universitas Negeri Jakarta, Indonesia</i>



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