

OVERVIEW OF WORK ENGAGEMENT FOR PRIMARY SCHOOL TEACHERS WITH PNS STATUS

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ABSTRACT

Teachers with civil servant status are permanent teachers who are paid by the government, who are given the task to carry out the activities in school. As a teacher are required to be fully involved in each task, have a high enthusiasm, and are dedicated to their work. In other words, they have work engagement so their students have good achievements. The purpose of this study is to study the high and low picture, dominant dimensions, and summaries based on data supporting the work of elementary school teachers with civil servant status. The sample of this research is descriptive quantitative with non-probability sampling technique which type is purposive sampling. The number of samples of this study were 100 elementary school teachers with civil servant status. This study uses the Utrecht Work Engagement Scale (UWES) based on work engagement theory proposed by Schaufeli, et al. 2006 in accordance with the research subject, with valid items used 45 with a reliability efficiency (α) of 0.978. The results show that the level of involvement of primary school teachers with more PNS status is low. The work involvement in this research is the dimension of absorption with a frequency of 44 (44%). In addition, the results of crosstabulation of early adulthood, male and female sex, last S1 education and length of work 1-15 years are known to have low work engagement.

Keywords: Work Engagement, Elementary School Teachers, Civil Servant Teachers.

INTRODUCTION

The Government of the Republic of Indonesia, (2005) No. 14 of 2005 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students. Teachers consist of civil servant (PNS) teachers and non-civil servant teachers who are called honorary teachers. Teachers with civil servant status are teachers who are paid a permanent salary by the government, have minimum status as Civil Servant Candidates, and have been assigned to a particular school as their parent agency. According to the Minister of Education and Culture of the Republic of Indonesia. (2018) in Minister of Education and Culture Regulation Number 15 of 2018 concerning fulfilling the workload of teachers with PNS status states that teachers with PNS status are required to carry out a workload of 40 hours in 1 week at the base administrative unit. The workload for 40 hours in 1 week as referred to in paragraph (1) consists of 37.5 hours of effective work and 2.5 hours of rest.

As a teacher, a figure who is "digugu" (obey) and "imitated" (followed) is considered a figure who must be obeyed because every word he says contains advice for his students and is followed because it provides examples of good behavior for his students. The task of teaching as a teacher is not an easy job, but requires special skills. Based on the description of the Minister of Education and Culture of the Republic of Indonesia. (2018) in Minister of Education and Culture Regulation Number 15 of 2018, that the teacher's task is to plan learning,

carry out learning, assess learning outcomes, guide and train students, carry out additional tasks.

Likewise with teachers who teach in elementary schools (SD), apart from guiding, directing, training and evaluating students, in teaching elementary school children, teachers are required to be able to position themselves not only as teachers, but also as parents who are full of affection and love. as a caring friend. As an elementary school teacher, you will face students who are still very young, so the expected learning methods will also be different. Elementary school age students tend to prefer playing, so elementary school teachers are required to be able to apply learning methods that are fun, active, creative and do not make students feel bored quickly. On the other hand, an elementary school teacher also deals with students aged 7-12 years who are experiencing development in various ways. According to Piaget (in Suparno 2001), the cognitive development stage of children aged 7 to 12 years enters the concrete operational development stage, where a child is able to think rationally, is able to classify an object based on its characteristics, but the child does not yet understand abstract things. With this condition, children still need help from other people during their cognitive development, one of which is a teacher. Zebia (2014) stated that when compared to middle and high schools, basic education teaching materials are indeed simpler. However, elementary school teachers are required to master various subjects.

Apart from teaching, elementary school teachers are also required to carry out additional tasks, such as creating syllabi and RPPs (learning implementation plans). Teachers are also charged with tasks that are not related to teaching and learning activities such as extracurricular activities, attending meetings, managing student programs, taking care of student welfare, as well as administrative tasks. Apart from these duties and demands, teachers also have to face the diverse conditions and characteristics of students. The diversity that occurs in students is not only about character, but also about students' abilities. Teachers must apply methods that are appropriate to the conditions of students' abilities so that the lessons delivered can be well received by students.

Meiza (2016) said that interest in work as a teacher can have implications for the emergence of feelings of liking, pleasure, interest and a strong attachment to all activities resulting from the profession as a teacher. The teacher will carry out his duties as a teacher with a feeling of happiness, full responsibility and high discipline. By feeling happy, responsible for their duties, and enthusiastic, teachers will have feelings of attachment to their work or in other words work engagement.

Schaufeli, Salanova, Gonzalez-Roma and Bakker (2002) define work engagement as positive thoughts and feelings of satisfaction with their work and there is a positive relationship with work which is characterized by vigor, which means someone feels high enthusiasm in doing their work, dedication which means feeling great willingness to work and feeling pride in the work done, and absorption is where someone feels very concentrated when doing their work and finds it difficult to disengage from work.

In this way, teachers who have high work engagement will have enthusiasm and passion in teaching students who really need more attention, have great energy and will not easily give up on all the demands related to their profession as a teacher, be responsible not only for their duties but also by increasing the achievements of their students and being willing to make sacrifices to improve the school and their students, being dedicated to their work, filling their free time by doing positive activities and continuing to carry out their work with feelings of happiness. On the other hand, those who have low work engagement will be seen from low

work enthusiasm and enthusiasm, teaching only to fulfill their obligations, spending more of their free time with activities that are less important, not focusing on work, not showing involvement in the task of educating students, and even completing tasks just to fulfill his obligations.

The aim of this research is to determine the description of high and low levels, dominant dimensions, and descriptions based on data supporting the work engagement of elementary school teachers with civil servant status. Tims, Daantje, and Bakker (2013) stated that work engagement is an active and positive state related to work which is characterized by strength, dedication and absorption. Xanthopoulou, et al (2009) stated that work engagement is a positive, fulfilling, work-related experience that includes three complementary dimensions, namely energy (vigor), affective (dedication) and cognitive dimensions (absorption).

According to Schaufeli and Bakker (2004), aspects of work engagement are: Vigor is characterized by high levels of energy and mental resilience when working, a willingness to put effort into one's work and perseverance in facing difficulties. Then dedication is characterized by very high involvement when carrying out tasks and experiencing a sense of significance, very enthusiastic, full of inspiration, feeling proud and challenged about the work. And Absorption is characterized by full concentration and being happy or engrossed in work, where time feels like it is passing quickly and experiences difficulty in disengaging from work.

Based on the explanation above, it can be concluded that work engagement consists of three aspects, namely vigor, dedication and absorption.

RESEARCH METHODS

This research is quantitative research, using descriptive methods to see a picture of the work engagement of elementary school teachers with civil servant status. The sample in this study consisted of 100 elementary school teachers with civil servant status in Tangerang City with the characteristics of having served as civil servant teachers for at least 1 year. Data collection in this study used a questionnaire with a Likert scale.

In this research, construct validity is used, with the correlation technique used being the product moment correlation technique, with the magnitude of the item correlation being said to be valid if the reliability coefficient is ≥ 0.30 . And disqualified if the reliability coefficient score is <0.30 .

For reliability testing, use the internal consistency technique with Alpha Chronbach which states that an item can be declared reliable if the calculation results show $\alpha \geq 0.70$.

The technique used for data processing in this research is inferential statistical calculation techniques. In the cross tabulation test to see a picture of the work engagement variable with supporting data. In this study, supporting data obtained from variable factors were age, gender and length of work.

In this study, z-score calculations were used to determine which aspects/dimensions of work engagement are the most dominant. In each aspect, the z-score value which has the highest value is seen.

This research uses the theory of Schaufeli and Bakker (2004) which has 3 aspects, namely vigor, dedication, and absorption. The measuring tool used in this research uses the Utrecht

Work Engagement Scale (UWES) which has been adapted into Indonesian and adapted to the research subject based on the Work Engagement theory introduced by Schaufeli, Bakker, and Salanova (2006). The measuring instrument in this research has 48 items. After the validity test, there were 3 items that were dropped, leaving 45 items. With a reliability value of $\alpha = 0.978$.

RESULTS AND DISCUSSION

Table 1: Description of Subjects Based on Gender

Gender	Frequency	Percentage
Man	35	35%
Woman	65	65%
Total	100	100%

In table 1 it can be seen that the number of subjects based on gender was dominated by 65 women (65%), while the number of male subjects was 35 people (35%).

Table 2: Description of Subjects by Age

Age	Frequency	Percentage
Early adulthood	51	51%
Middle adults	49	49%
Total	100	100%

In table 2 above, a description of the subjects based on age, most often in the early adult age category, 51 people (51%), middle adult age group, 49 people (49%).

Table 3: Subject Description Based on Last Education

Last Education	Frequency	Percentage
S1	91	91%
S2	9	9%
Total	100	100%

In table 3 above, the description of subjects based on last education is dominated by subjects whose last education was Bachelor's degree, 91 people, 91%, while for those whose last education was Master's degree, there were 9 people (9%).

Table 4: Description of Subjects Based on Length of Work

Length of Work	Frequency	Percentage
1 - 5 year	24	24%
6 - 10 year	12	12%
11 - 15 year	10	10%
> 15 year	54	54%
Total	100	100%

In table 4 above, the description of the subjects based on length of work states that the majority of respondents were those who had worked for >15 years as many as 54 people (54%), then respondents who had worked for 1-5 years were 24 people (24%), for There were 12 people (12%) who worked for 6-10 years, and 10 people (10%) worked for 11-15 years.

Table 5: Categorization of Work Engagement Scores

Score Range	Categorization	Frequency	Percentage
$X \geq 142$	Tall	41	41 %
$X < 142$	Low	59	59 %

From this data, it was found that more elementary school teachers with civil servant status had low work engagement, 59 people (59%) and 41 people (41%) who had high work engagement. So the conclusion is that more teachers have low work engagement.

Table 6 : Dominant Dimension Z-score

Aspect	Frequency	Percentage
<i>Vigor</i>	32	32%
<i>Dedication</i>	24	24%
<i>Absorption</i>	44	44%
	100	100%

In table 6 it can be seen that the most dominant dimension is the absorption dimension for 44 people (44%).

Table 7: Crosstab Gender with Work Engagement

Gender	Work Engagement		Total
	High	Low	
Man	14 (40,0%)	21 (60,0%)	35
Woman	27 (41,5%)	38 (58,5%)	65
Total	41 (41,0%)	59 (59,0%)	100

Based on the data from table 7 above, it is known that both men and women tend to have low work engagement.

Table 8: Crosstab Age with Work Engagement

Age	Work Engagement		Total
	High	Low	
Early adulthood	15 (29,4%)	36 (70,6%)	51
Middle adults	26 (53,1%)	23 (46,9%)	49
Total	41 (41,0%)	59 (59,0%)	100

Based on the data from table 8 above, it is known that teachers in the early adulthood category tend to have low work engagement.

Table 9: Crosstab Recent Education with Work Engagement

Last Education	Work Engagement		Total
	High	Low	
S1	36 (39,6%)	55 (60,4%)	91
S2	5 (55,6%)	4 (44,4%)	9
Total	41 (41,0%)	59 (59,0%)	100

Based on the data from table 9 above, it is known that teachers with a Bachelor's degree are more likely to have low work engagement.

Table 10: Old Crosstab Works with Work Engagement

Length of Work	Work Engagement		Total
	High	Low	
1 - 5 year	6 (25,0%)	18 (75,0%)	24
6 - 10 year	4 (33,3%)	8 (66,7%)	12
11 - 15 year	3 (30,0%)	7 (70,0%)	10
> 15 year	28 (51,9%)	26 (48,1%)	54
Total	41 (41,0%)	59 (59,0%)	100

Based on the data from table 10 above, it is known that teachers who have worked 1-15 years have low work engagement, while those who have worked >15 years have high work engagement.

Table 11: Crosstab Work Engagement with Dominant Dimensions

Aspect	Work Engagement		Total
	High	Low	
<i>Vigor</i>	13 (40,6%)	19 (59,4%)	32
<i>Dedication</i>	10 (41,7%)	14 (58,3%)	24
<i>Absorption</i>	18 (40,9%)	26 (59,1%)	44
Total	41 (41,0%)	59 (59,0%)	100

In table 11, all dimensions of work engagement tend to be low.

DISCUSSION

Based on the data obtained from 100 elementary school teachers with civil servant status, it can be seen that there are more people with low work engagement than high ones. Elementary school teachers with civil servant status who had low work engagement were 59 people (59%), and those with high work engagement were 41 people (41%). Teachers who have low work engagement are teachers who have low work enthusiasm and enthusiasm, teach only to fulfill their obligations, spend more of their free time with activities that are less important (item 37), do not focus on work, do not show involvement in their tasks. educate students, and even complete assignments just to fulfill their obligations. This can be expected because the

demands as a teacher must serve other people, or in other words, the teacher's duties as a social service or people center require teachers to be able to serve students and parents with all their complaints. Apart from that, teachers must understand students with different characteristics, which will cause physical and psychological fatigue or boredom which will make teachers often lose their enthusiasm for work. Teachers become less willing to provide all efforts related to service to students, work without thinking about the important results of their work being completed, and there is no sense of pride in their work. Apart from that, teachers do not enjoy their work, feel that their work is monotonous so that time seems to take a very long time, and their commitment to their work is low, which ends up decreasing their performance. This is in line with Westhuizen's (2013) research on work related well-being: Burnout, work engagement, occupational stress and job satisfaction within a medical laboratory setting with the result that stress has a significant negative influence on work engagement. Thus, elementary school teachers feel physically and emotionally tired because of their service duties, so they cannot fully involve themselves in their work.

Elementary school teachers with demanding teaching tasks that must be student-oriented or carry out their duties with "heart" will tend to tire more easily emotionally, which allows teachers to complain more often, such as running out of energy when working (item 25), and even giving up quickly when experiencing difficulties. (item 27), or in other words teachers do not have enthusiasm or in other words their vigor is low, they may even experience burnout. This is in line with research by Akbar & Pratasiwi (2017) regarding Self-Resilience and Job Stress in Elementary School Teachers, the results of which state that when someone experiences high stress, their performance will decrease. Likewise with Sari's (2014) research regarding the relationship between workload and burnout syndrome in nurses in the Intermediate Room at Sanglah Hospital, which resulted in a significant relationship between workload and burnout syndrome. This means that the higher the workload, the higher the burnout syndrome in nurses. Thus, if a teacher who works continuously is required to understand and comprehend students who do not show progress, the teacher will increasingly lose enthusiasm (vigor).

Based on the results of the dominant dimension (z score), the most dominant dimension of work engagement possessed by elementary school teachers with civil servant status with low work engagement is the absorption dimension with a frequency of 44 (44%). which means that when working teachers feel that time passes for a long time, have difficulty concentrating, feel unhappy while working, do not enjoy their work, and procrastinate more. It is suspected that work as a teacher tends to be monotonous, opportunities to develop a career are limited, low appreciation of the environment is also the cause of teachers feeling unhappy with their work. Schaufeli and Bakker (2004) say that someone who has a low absorption score does not feel involved in their work, has no interest in their work, has no difficulty separating from their work and feels that time passes very long when working.

In this study, crosstabulation work engagement data based on gender showed that both genders, both men and women, tended to have low work engagement. In the teaching profession, there were no significant differences in task demands between men and women. Male and female teachers carry out the same tasks, namely, carrying out educational and teaching activities at school, and providing community service. Drake (2012) in his research found that there was no relationship between gender and a person's attachment to their work. Apart from that, Sezen's (2014) research on the Examination of The Relationship Between Teachers' Work Engagement and Loneliness at Work Levels revealed that gender is not an important variable in work engagement and organizational commitment because there is no important difference

between the level of integration of men and women with work. This is also in line with Basikin's (2007) research regarding Vigor, Dedication and Absorption: Work engagement among secondary school English teachers in Indonesia which states that there is no significant difference in work engagement between male and female teachers. Thus, the work engagement of male and female teachers because basically the tasks they face are the same, namely service oriented or in other words social service, shows the results that there is no significant difference in their work engagement.

Then the results of crosstabulation work engagement data based on age show that elementary school teachers with civil servant status who are categorized as early adults are more likely to have low work engagement, 36 (70.6%). Meanwhile, there were more people who had high work engagement in middle adulthood, 26 (53.1%). It is suspected that teachers in the early adulthood category are still in the adjustment stage to their profession as teachers. Teachers who are early adults tend not to have much experience meeting students who have to be served with different characters, which is often tiring. In contrast to middle adults, they are thought to have passed the adaptation period and are able to adjust to their work, are able to accept their work and no longer have "grandiose" desires. This is in line with research by Kim & Kang (2017) regarding Older and More Engaged: The Mediating Role of Age-linked Resources on Work Engagement, the result of which is that the older the worker, the more attached they are to their work. Or in other words older workers are more engaged because they have more resources to manage the demands they face at work. Apart from that, Schaufeli and Bakker (2004) stated that older employees will be more engaged in their work.

For the latest educational crosstabulation data, the results showed that teachers with a Bachelor's degree were more likely to have low work engagement compared to those with a Master's degree. It is suspected that teachers with a master's degree in education think they will have a clearer career, feel they have wider career opportunities compared to those with a bachelor's degree, so this condition allows the enthusiasm of teachers with a master's degree in their work to be higher than those with a master's degree in education. S1. This is in line with research conducted by Hakanen, Bakker, and Schaufeli (2006) which revealed that the higher the level of education, the more attached an individual is to his or her work. This is caused by an increase in educational strata, in line with an increase in knowledge and skills.

The results of crosstab work engagement data based on length of work show that primary school teachers with civil servant status who have low work engagement are more likely to be teachers who have worked for 1-15 years. Teachers who work for 1-15 years need longer time to adapt to their demands as teachers who are not only limited to teaching but also providing services, teachers also still need to broaden their knowledge. Apart from that, civil servant teachers who work for 1-15 years are thought to not have a high functional group, because increasing the level of civil servant teachers takes quite a long time, namely 4 years. This is in accordance with Kurniawati's (2014) research regarding Work Period and Job Engagement in Employees which shows the results that there is a relationship between work period and job engagement. Employees who are new to their work period still need direction and guidance in their work, and in the career stage they enter the exploration stage where individuals try to identify the type of work, consider interests, values, job choices and seek information about jobs, careers and positions from co-workers, friends and family members. Meanwhile, teachers who have worked >15 years tend to have higher work engagement, allegedly because they have broader experience and insight, and are able to adapt to their work. According to Schaufeli, et al (2006) Work engagement can increase with increasing length of service. In their research, Schaufeli, et al (2006) found that there is a positive relationship between length of service and

work engagement, which means that the longer someone works, the higher their work engagement.

Based on the results of crosstabulation of work engagement with the dominant dimension (z score), it was found that all dimensions of work engagement, including vigor, dedication and absorption, showed low results. According to Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002) vigor is characterized as a form or level of high energy and good mental endurance when doing work. Dedication is a condition where an individual is very involved in a job and feels enthusiastic about working, feels proud of the work done, and feels challenged to complete the job. Absorption is a condition where an individual fully concentrates on work, then feels pleasure and really appreciates a job so that sometimes it is difficult for the individual to escape from work. On the other hand, teachers with a low dominant dimension are thought to be tired from their monotonous work every day, causing teachers to lose their enthusiasm and enthusiasm for work. Facing students with different characters who are difficult to teach can also make teachers quickly give up when teaching and feel burdened. The large number of administrative tasks that must be carried out also makes it difficult for teachers to focus on their main task, namely teaching. This is in line with research by Rachmatullah, Susanty and Partono (2015) regarding the Influence of Work Motivation on Employee Engagement (Case study at PT. House the House Bandung) with research results showing that motivation has a positive and significant effect on employee engagement of PT. employees. House the House Bandung. Apart from that, lack of appreciation from the school, whether from the principal or fellow teachers, also makes teachers feel less proud of their work, feel less appreciated and unhappy at work. This is in line with Kusumawardani's (2018) research regarding the Influence of Rewards and Work Engagement on Public Elementary School Teacher Commitment in Menteng District, the result of which is that there is a direct positive influence of Rewards on Work Engagement, meaning that with the right rewards it can increase teacher work involvement.

CONCLUSION

Based on the results of research that has been conducted regarding the description of work engagement of elementary school teachers with civil servant status, research shows that there are more teachers who have low work engagement (59%) and those who have high work engagement (41%). This means that teachers have low work enthusiasm and enthusiasm, teach only to fulfill their obligations, and are not dedicated to their work. Referring to the three dimensions of work engagement, the results show that the most dominant dimension is the absorption aspect (44%), then the vigor aspect (32%) and the dedication aspect (24%). Based on the crosstabulation results of early adulthood, male and female gender, bachelor's degree level of education and 1-15 years of work, it is known that more people have low work engagement.

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