

Improving Teacher Work Engagement Through Compensatory Satisfaction and Psychological Well-Being

Hafsah Mardhotillah*, Siti Rochanah, Matin

Departemen of Educational Management, Postgraduate Program, Universitas Negeri Jakarta, Indonesia

*Corresponding email: hafsah.mardhotillah09@gmail.com

Received: 11 August 2021

Accepted: 30 August 2021

Published: 30 August 2021

Abstract: Improving Work Engagement Through Compensatory Satisfaction and Psychological Well-Being. Objectives: This study aims to identify the effect of compensation and psychological well-being on work engagement for private elementary school teachers during the pandemic. **Methods:** This study employed a quantitative approach with multiple linear regression analysis. The data retrieval technique used a Instrument developed from the utrecht work engagement scale, a ryff psychological well-being scale and a compensation scale. Sample selection was done by using purposive cluster sampling technique. Research sampel is 408 teachers of private elementary schools in Karawang Regency. **Findings:** The results of this study confirm that: (1) Compensation had a significant effect on teachers work engagement, (2) Psychological well-being had a significant effect on teachers work engagement, and (3) Compensation and psychological well-being simultaneously affected teachers work engagement by 50.6%. **Conclusions:** It is concluded that work engagement is influenced by compensation and psychological well-being. Therefore, these two variables need to be considered in increasing teacher work engagement.

Keywords: psychological well-being, compensation, work engagement

Abstrak: Meningkatkan Keterlibatan Kerja Guru Melalui Kepuasan Kompensasi dan Kesejahteraan Psikologis. Tujuan: Penelitian ini bertujuan untuk mengidentifikasi pengaruh kompensasi dan kesejahteraan psikologis terhadap keterlibatan kerja guru di masa pandemi. **Metode:** Penelitian ini menggunakan pendekatan kuantitatif dengan analisis regresi linier berganda. Instrumen dikembangkan dari utrecht work engagement scale, ryff psychological well-being scale dan skala kompensasi. Pemilihan sample dilakukan dengan teknik purposive cluster sampling. Sampel terdiri dari 408 guru SD swasta di Kabupaten Karawang. **Temuan:** Hasil penelitian ini mengkonfirmasi bahwa: (1) kompensasi berpengaruh signifikan terhadap keterlibatan kerja guru, (2) kesejahteraan psikologis berpengaruh signifikan terhadap keterlibatan kerja guru, dan (3) kompensasi dan kesejahteraan psikologis secara simultan berpengaruh terhadap keterlibatan kerja guru sebesar 50.6%. **Kesimpulan:** Disimpulkan bahwa keterlibatan kerja dipengaruhi oleh kompensasi dan kesejahteraan psikologis. Karenanya, kedua variabel tersebut perlu diperhatikan dalam meningkatkan keterlibatan kerja guru.

Kata kunci: kesejahteraan psikologis, kompensasi, keterlibatan kerja

To cite this article:

Mardhotillah, H., Rochanah, S., & Matin. (2021). Improving Teacher Work Engagement Through Compensatory Satisfaction And Psychological Well-Being. *Jurnal Pendidikan Progresif*, 11(2), 349-361. doi: 10.23960/jpp.v11.i2.202116.

■ INTRODUCTION

The current pandemic condition is a new challenge for the world of education in providing quality education with the limitations of the educational process. Through the Circular Letter of The Indonesian Ministry of Education, Culture, Research, and Technology Number 4 of 2020, the Government of Indonesia has decided on the learning from home implementation at the early childhood to tertiary level. The pandemic conditions require schools to be agile and innovate in developing effective learning models, even though they implement online learning to provide valuable educational services and maintain public interest.

School policies in maximizing educational attainment will increase the duties and workload of teachers as the main element of educational attainment. Indirectly, teachers must be more skilled in managing the learning process, evaluating learning, and streaming online learning materials. The results of the field research confirmed that there was an addition of new tasks for teachers, such as making learning videos, conducting student visits, and researching various online learning methods. The field research results also confirmed that service time and work duration were increasing. On the other hand, teacher administration has not diminished, and teachers faced the school policies change.

Teachers are a central role in the success of education. Improving teacher resources should be a concern for the school's managerial team in achieving quality education during this pandemic. Faridah (2013) revealed, however ideally, the curriculum is without being supported by the ability of teachers to actualize and implement it. The curriculum will not be meaningful at all, and learning will not be effective. Teacher performance in carrying out their duties as educators is required for the success of the educational process.

Teachers with high work engagement will be better at carrying out their roles, duties, and responsibilities as educators. As the results of research by Schaeffli & Martinez (2002) found, work engagement impacts work productivity because, with work engagement, employees become enthusiastic at work and are more thorough at work. Bakker & Leiter (2010) also found that work engagement supports company productivity because employees were proactive in dealing with or completing the demands of the work they faced.

Schaufeli, Salanova, Gonzalez-Roma, & Bakker (2002) define work engagement as a positivity, fulfillment of work from the center of the mind characterized by vigor, dedication, and absorption. Wellins & Councilman (In Mujiasih, 2012) define work engagement as an illusory power that motivates employees to improve performance at a higher level. This energy is in commitment to the organization, a sense of belonging and pride, having more effort, enthusiasm and interest, and responsibility in carrying out work. In conclusion, work engagement is a feeling of encouragement to work without feeling forced both physically and psychologically by being shown through dedication, enthusiasm for work, mental resilience, and trying to overcome obstacles voluntarily.

The factors that affect work engagement duo the crucial role of work engagement in increasing teacher productivity. Knowing these factors can be taken into consideration in making appropriate policies or efforts to improve teacher performance.

Compensation or salary is often suspected of having an impact on increasing work engagement. The effect of compensation on increasing work engagement has been found by previous research. Adistya & Endah (2018) found

a relationship between perceptions of salary compensation and work engagement. Nurtjahjanti (2010) found a positive relationship between compensation and work engagement. Alifiani (2020) found that compensation had a positive effect on work engagement. Maharani & Mujiasih's (2018) perceptions of basic salary compensation had a positive effect on work engagement. Furthermore, Pranazhira & Sukmawati (2017) reported that competence and compensation affected work engagement.

The provision of salaries or compensation to private schools depends on the management of funds held by the school. Most of the funding for teacher salaries is taken through monthly student fees or tuition fees. In the field, the researchers found that several schools in Karawang Regency had problems in receiving monthly tuition fees (SPP). Karawang regency is the largest industrial center in Indonesia. Thus, the company took some policies dealing with the pandemic that impacted financial problems in surrounding schools.

Economic problems faced by private schools in the Karawang regency influenced schools in making policies regarding school funds. The results of the field research found that teachers did not get other compensation, although they received different teaching assignments during this pandemic. Teachers still get the usual compensation even though there are additional assignments and working hours. Research on the magnitude of the effect of compensation on teachers work engagement can be a consideration for the school managerial team in managing the financing of educators during this pandemic.

One of the novelties of this research was the research subject. Some previous research on work engagement primarily investigated company employees or organizational industries. However, the teaching occupation had different characteristics from employees. A teacher is a

job that is synonymous with sincerity and dedication. Therefore, assessing the increase in teachers work engagement could not only be seen from the materialistic perspective. Internal aspects are also required to be studied in increasing teachers work engagement. Bakker & Damerouti (2008) confirm that internal factors or self-resources influence the work engagement emergence.

One of the personal resources that play an essential role for a human being in carrying out his life is psychological well-being. Psychological well-being helps teachers bring positive energy and self-regulation to deal with workloads and adapt to changing work patterns. Research by Robertson & Cooper (2010) confirmed that the psychological well-being possessed by an individual was part of self-resources that can lead to engagement conditions. May, Gilson, & Harter (2004) also found that psychological well-being at work strongly influenced work engagement. Page & Vella-Brodrick (2009) also found that psychological well-being in employees can improve employee work performance, reduce turnover rates in the organization, and lead to the creation of full engagement conditions. Vijayakumari & Vrinda (2016) also found that the higher the psychological well-being and the higher the work engagement.

Psychological well-being is a term used to describe an individual's psychological health based on fulfilling the criteria for positive psychological functioning proposed by Ryff (1989). Ryff (1989) assesses the state of psychological well-being through the extents to which individuals have goals in life, realize and develop their potential, have good quality relationships with others and feel responsible for their lives, have a favorable view of themselves, as well as being able to make decisions. Psychological well-being is seen not only by happiness but also by the individuals' ability to

optimize their potential, skills, and personality as a reflection of healthy psychology.

Psychological well-being consists of six aspects: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Elements of psychological well-being make teachers better regulating themselves to face the workload and adapt teachers to changes in work patterns. The novelty of this research was to examine aspects of psychological well-being during the current pandemic situation. Changes in the current order of life required adaptation that can be a stressor for teachers psychological well-being. On the other hand, psychological well-being was capital for teachers in adapting and facing every challenge during this pandemic. Therefore, it was important for educational institutions to improve teachers psychological well-being to create productivity and a healthy work environment.

This research tried to identify the factors of compensation and psychological well-being on teachers work engagement. The research results were expected to be considered for school management in producing quality education through increasing teacher resources.

■ METHODS

Research Design and Procedures

The research was conducted at private elementary schools in the Industrial area of Karawang Regency from June to July 2021. The research began by examining the challenges and problems faced by private elementary schools during the pandemic. After identifying the research problem, a literature review was conducted to formulate research hypotheses. This research used a quantitative approach with two independent variables and one dependent variable. Data retrieval used a questionnaire developed from the *Utrecht work engagement scale*, *Ryff's psychological well-being scale*, and compensation scale. The data were analyzed

using multiple linear regression analysis to see whether there was a significant effect of compensation and psychological well-being variables on *work engagement*.

Sample Population

The population of this research was all private elementary school teachers in Karawang Regency. Research sampling determination of the sample was done by using a purposive cluster sampling approach. The sampling criteria used was based on the research background and problem limitations, namely (1) teachers at private elementary schools that implemented online learning, (2) teachers at private elementary schools located in urban areas and industrial areas of Karawang Regency. This research involved 408 research samples consisting of 16 private schools in the Karawang Regency. The research sampel consisting of 313 woman respondents and 95 male respondents.

Instruments

The data collection technique used a questionnaire consisting of 3 research instruments: the work engagement scale, compensation scale, and psychological well-being scale. The instrument trial was conducted on 30 respondents who worked as teachers.

The work engagement instrument was developed through the theory proposed by Schaeffli & Bakker (2006) and the Utrecht Work Engagement Scale instrument. Three dimensions of work engagement were measured, namely vigor, dedication, and absorption. This instrument used a Likert scale with five answer responses: never, rarely, sometimes, often, and very often. The validity test used a correlation coefficient with criterion value ($r > 0.35$) obtained 37 valid items. The reliability test used Cronbach's Alpha with a value of 0.96 (very reliable). The following are examples of items on the work engagement instrument:

Tabel 1. Work engagement scale adapted from Schaeffli & Bakker (2006) and Widarnandana (2019)

Dimensions	Statements
Vigor	I feel excited every time I go to work
	I can work for a long time in one period of work
	I always do my job to the best of my ability, as well as being an excellent example for my co-workers
	I always work hard, even though things do not match my expectations
	I like to make breakthroughs in carrying out tasks in my life
Dedication	I feel happy and satisfied with my job as a teacher
	I view the difficulties of work as a challenge
	I always want to give my best contribution to my work
	I pay great attention to the future of the institution where I work
	I am willing to sacrifice my rest time to complete the task/work
Absorption	I feel comfortable and a part of the institution where I work
	I feel immersed when I am working
	I always remember the work/ tasks that I have to complete
	Time goes unnoticed when I am at work
	I always concentrate on my work

The compensation instrument was based on the operational definition. The compensation indicator was based on the theory developed by Umar (2004) by measuring direct financial compensation, indirect financial compensation, and non-financial. This instrument used a Likert scale with five responses, namely very inappropriate (STS), not suitable (TS), somewhat appropriate (AS), appropriate (S), and very

suitable (SS). Validity test using correlation coefficient with criterion value ($r > 0.35$) obtained 33 valid items. The reliability test used Cronbach's Alpha with a value of 0.91 (very reliable). The following are examples of items on compensation instruments:

The psychological well-being instrument was developed through Ryff's psychological well-being scale. This research also measured six

Table 2. Compensation scale adapted from Umar (2004)

Dimensions	Statements
Financial compensation (direct)	The salary I receive is according to my education level
	The salary I receive can meet my monthly needs
	The amount of salary I receive is in line with my expectations
	The wages I receive are in line with my expectations
	The school gives a bonus if I achieve the assigned task or target
Financial compensation (indirect)	The school provides allowances according to the nature and type of work
	I find it easy to get benefits
	The health benefits I receive are according to my needs
	The holiday allowance given by the school is following my working period
	The school provides educational allowances/assistance for my children
Non-financial compensation	The school facilitates me in improving my education level
	The facilities at this school can support me in carrying out my duties as a teacher
	I do not get an appreciation for every work I have done
	The school always provides social assistance when I need help.
	I get social support from co-workers and superiors
	The school creates a healthy work environment and makes me comfortable working

dimensions of psychological well-being, namely autonomy, self-acceptance, positive relations with other, purpose in life, personal growth, and environmental mastery, and used a Likert scale with five responses, namely very inappropriate (STS), not suitable (TS), somewhat appropriate (AS), appropriate (S), and very appropriate (SS). The validity test used a correlation coefficient with criterion value ($r > 0.35$) obtained

30 valid items. The reliability test used Cronbach's Alpha with a value of 0.84 (reliable). The following are examples of items on the psychological well-being instrument:

Data Analysis Techniques

The assumption test was carried out as a condition for testing the hypothesis. In multiple regression analysis, three assumption tests must

Table 3. Psychological well-being scale adapted from Abbot (2009)

Dimensions	Statements
Autonomy	I am not afraid to have an opinion, even though my opinion is against the view of many people
	I tend to be influenced by people who have strong opinions
	I judge myself based on the things that I consider necessary, not based on the values that other people deem important
Environmental Mastery	I am pretty good at managing various daily responsibilities well
	I am responsible for the situation I am in
	I can build a comfortable environment
Personal Growth	I am not interested in activities that expand my knowledge
	It is crucial to have new, challenging experiences about yourself and the world
	I feel that I have progressed a lot over time
Positive Relationships With Others	Maintaining close relationships can be difficult and frustrating.
	Other people judge me as a person who likes to share and is willing to make time for others
	I trust my friends, and they trust me
Purpose In Life	I have a direction and purpose in life
	I am not sure what I want to achieve in life
	I enjoy making plans for the future and working towards achieving them
Self-Acceptance	I believe in myself and look at myself positively
	I like most aspects of my personality
	I can forgive and accept every flaw of myself

be met. First, the normality test was used to ensure the regression model was normally distributed. Second, a linearity test was used to determine whether each independent variable had a linear relationship to the dependent variable. Third, the multicollinearity assumption test was used to determine whether there was a strong linear relationship between independent variables in a multiple linear regression model.

There was hypothesis testing in this research. The hypothesis testing consisted of two stages, namely, partial T-test and simultaneous F-test. A partial T-test was conducted to partially examine the effect of compensation and psychological well-being variables on work engagement variables. Furthermore, a simultaneous F-test was conducted to simultaneously explore the effect of compensation

and psychological well-being variables on work engagement variables.

This research also tested the amount of the contribution of the predictor variable to the criterion variable. The coefficient of determination test (R^2) was carried out to determine the magnitude of the contribution of the effect of the compensation variable and psychological well-being simultaneously to the work engagement variable. The effective contribution test (EC) was conducted to partially determine compensation and psychological well-being variables' contribution to work engagement. The relative contribution (RC) test was conducted to determine the percentage of the influence of each

predictor variable based on the total effective contribution of the two predictor variables.

■ RESULT AND DISCUSSIONS

Descriptive Statistical Analysis Results

Descriptive statistical analysis was conducted to describe the general tendency of the variables studied, including compensation, psychological well-being, and work engagement. The results of the descriptive statistical analysis for each research variable can be seen in the following table:

The average value for the compensation variable was 84.5, with a standard deviation of 15.73. A standard deviation value lower than the

Table 4. Descriptive test result

	Variabel	Range	Min	Max	Mean	Standar Deviasi	Varsians
X1	Compentation	79	46	125	84.5	15.73	247.4
X2	Psychological well-being	73	43	116	81.14	13.47	181.48
Y	Work engagement	76	49	125	85.84	15.08	227.36

average meant that the level of variation in the data was low, with a variance value of 247.4. The average score on the psychological well-being variable was 81.14, with a standard deviation of 13.47. The standard deviation value, which was below the average value, also showed that the level of variation in the data was low, with a variance value of 181.48. The average value of the work engagement variable was 85.84, with a standard deviation of 15.08. The standard deviation value was lower than the average value, which meant that the data variation was low, with a variance value of 227.36.

The Partial Effect of Compensation and Psychological Well-Being Variables on Work Engagement

The assumption test was carried out as a condition for testing the hypothesis. The normality test results on the residual value found that the value was $0.132 > \alpha (0.05)$. The residual value was the value in the data that has been standardized in the regression model. The results of this test concluded that the data in the regression model was normally distributed. The results of the linearity test of the compensation and *work engagement* variables were $0.2 > \alpha$

(0.05). The results of the linearity test of the psychological well-being variable and *work engagement* variable were $0.114 > \alpha$ (0.05). The results of the linearity test concluded that there was a linear relationship between the compensation variable and psychological well-being on the *work engagement* variable. The results of the multicollinearity test on the tolerance value were $0.488 > 0.1$. The results of this test concluded that there was no multicollinearity in the regression model to be tested. The data on each research variable fulfilled the three conditions of hypothesis testing in regression analysis.

Hypothesis testing of the effect of compensation variables on work engagement variables and affect of psychological well-being variables on work engagement variables was carried out by partial t-test. In this test, the interpretation of the test results referred to the t-count value and significance value. The results of the partial T-test can be seen in the following table:

Table 5. T-test result

Variabel	t-count	Sig.
Compensation	7.337	0,000*
Psychologicalwell-being	6.991	0,000*

The research hypothesis stated that compensation had a significant effect on teachers work engagement as evidenced by the value of $\text{sig.} < \alpha$ (0.05) and t-count (7.345) $>$ t-table (1.652). Based on these results, H_0 was rejected, and H_a was accepted. It meant that compensation had a significant effect on teachers work engagement.

These empirical findings also supported previous research. Pranazhira (2017) found that work engagement was influenced by compensation. Alifiani (2020) also concluded that compensation had a positive effect on work engagement. Kang et al. (2020) compensation had a positive effect on work engagement.

The results of hypothesis testing in this research were also in line with the literature on compensation for work engagement. Scott (2015) asserts that the structure of total rewards and policy programs can affect work engagement. Hasibuan (2010) says that providing proper and fair compensation can indirectly improve attitudes and affect employee work productivity. Mangkuprawira (2011) also describes that compensation can motivate employees to achieve work performance. Work performance or work productivity is the result of work engagement in individuals.

The research hypothesis stated that psychological well-being had a significant effect on teachers work engagement as evidenced by the value of $\text{sig.} < \alpha$ (0.05) and the value of t-count (6.991) $>$ t-table (1.652). Based on these results, H_0 was rejected, and H_a was accepted. Psychological well-being had a significant effect on teachers work engagement.

The results of hypothesis testing were also in line with research by Robertson & Cooper (2010), which confirmed that the psychological well-being of an individual was part of self-resources that could lead to full engagement. Page & Vella-Brodrick (2009) also say that employee psychological well-being can improve employee performance, reduce turnover, and lead to engagement. May, Gilson, & Harter (2004) also found that work engagement was strongly influenced by psychological well-being at work. Amalia (2021) also found that psychological well-being had a significant positive effect on work engagement.

The Simultaneous Effect of Compensation and Psychological Well-Being Variables on Work Engagement

The research hypothesis that compensation and psychological well-being had a significant effect on teachers work engagement was proven

through the F-Anova test. The results of the F-test showed the value of $\text{sig } \alpha < (0.05)$ and the value of $f\text{-count } (116.82) > f\text{-table } (3.04)$. Therefore, H_0 was rejected, and H_a was accepted, compensation and psychological well-being together had a significant effect on teachers work engagement. The results of the F-test were in line with Mahendra's (2020) research which also found a simultaneous influence between compensation and psychological well-being on work engagement.

Test Result of the Effect of Predictor Variables

The following is a summary of the magnitude of the effect of compensation and psychological well-being on teachers work engagement:

The value of the correlation coefficient (R_{xy}) of compensation for teachers work engagement was 0.668. A positive value on the correlation coefficient indicated a positive relationship in which the higher the compensation, the higher the teacher's work engagement. The finding of a

Table 6. The test results of effect magnitude

Predictor Variable	Correlation Coefficient (r_{xy})	Effective Contribution (EC)	Relative Contribution (RC)
X1	0.668	27.8%	55%
X2	0.649	22.7%	45%
X1&X2		50.6%	

positive correlation in compensation for work engagement confirmed previous research by Hoole, Crystal & Hotz1 (2015), which found a significant positive correlation between reward and work engagement.

The compensation variable gave an effective contribution (EC) to the work engagement variable of 27.8%. The magnitude of the practical contribution value or the magnitude of the contribution of the effect of compensation on work engagement in this research was more significant than the previous research. Maharani (2018) found that the perception of basic salary compensation provided an effective contribution of 15.2% to work engagement. The difference in the contribution magnitude of this effect could be caused by differences in the characteristics of the research population

The correlation coefficient value (R_{xy}) of psychological well-being on teachers work engagement was 0.649. A positive value on the correlation coefficient indicated a positive

relationship where the higher the psychological well-being, the higher the teachers work engagement. It was in line with Muhadi's research (2020) that the higher the psychological well-being, the higher the work engagement. Kimberly & Utoyo (2013) also found a significant positive relationship, where an increase in psychological well-being followed an increase in employees' work engagement. Paramitta & Angel (2020) also found a positive relationship between psychological well-being and work engagement. Vijayakumari & Vrinda (2016) also found a significant positive relationship between psychological well-being and work engagement. Furthermore, Tesi, Aiello, & Giannetti (2018) also found a positive influence on psychological well-being on Italian workers' work engagement.

Psychological well-being variables provided an effective contribution to work engagement by 22.7%. It showed that the effect of psychological well-being was smaller than the effective contribution of compensation to work

engagement which had an influence value of 27.8%. It was possible because only some dimensions of psychological well-being had a significant influence on work engagement. Utami's research (2020) found that only three dimensions of psychological well-being had a significant effect on work engagement, namely self-acceptance, the purpose of life, and personal growth.

The results of the determination test produced an R² value of 0.506. The value of R² showed the percentage of the effect given by the compensation variable and psychological well-being simultaneously on the work engagement variable. It meant that the compensation and psychological well-being simultaneously affected the work engagement variable by 50.6%, while the rest ($100\% - 50.6\% = 49.4\%$) was influenced by other variables outside the studied variables. The magnitude of the simultaneous influence consisted of 55% relative contribution of compensation variables and 45% relative contribution of psychological well-being.

■ CONCLUSIONS

Compensation had a significant effect on teachers work engagement. The practical contribution of compensation effect on teachers work engagement was 27.8%. It showed that the provision of appropriate, adequate, and fair compensation could increase teachers work engagement. School managers were expected to pay more attention to the implementation of policies for determining compensation for teachers.

Psychological well-being had a significant influence on teachers work engagement. The practical contribution of compensation effect on teachers work engagement was 22.7%. It showed that the higher the psychological well-being of the teacher, the higher the work engagement of the teacher. School managers are expected to design teacher programs, such as building a support system, holding

mindfulness training, creating a comfortable environment, and forming counseling guidance for teachers.

Compensation and psychological well-being simultaneously affected teachers work engagement. The percentage of the contribution of compensation and psychological well-being simultaneously on teachers work engagement was 50.6%. It meant that paying attention to compensation and increasing psychological well-being would increase teachers work engagement. Furthermore, work engagement could be influenced by compensation and psychological well-being. These two variables are required to be considered in improving teachers work engagement.

■ REFERENCES

- Abbott, R. P. (2009). An evaluation of the precision of measurement of Ryff's psychological well-being scales in a population sample. *Social Indicators Research*, 97, 357–373.
- Alifiani, C. U. (2020). *Pengaruh kompetensi, kompensasi dan job satisfaction terhadap work engagement* [The effect of competence, compensation and job satisfaction on work engagement]. *Jurnal Vitalitas*, 2(3), 1-16.
- Amalia, F. (2021). *Pengaruh self esteem dan psychological well-being terhadap job performance melalui work engagement pada karyawan Bank* [The effect of self esteem and psychological well-being on job performance through work engagement on bank employees]. *Jurnal Ilmu Manajemen*, 9(1), 42-56.
- Angel, P. P. (2020). *Work engagement ditinjau dari psychological well-being pada karyawan PT. Sumatra Berlian Motors* [Work engagement in terms of psychological well-being of employees of

- PT. Sumatra Berlian Motors]. *Philantropy Journal of Psychology*, 4(1), 45-56.
- Bakker, A. B., & Demerouti, E. (2008). Towards a model of work engagement. *Career Development International*, 13(3), 209-223.
- Bakker, A. B., & Leiter, M. (2010). *Work engagement: A handbook of essential theory*. New York: Psychology Press.
- Hasibuan. (2010). *Manajemen sumber daya manusia [Human resource management]*. Jakarta: Bumi Aksara.
- Hoole, C., & Hotz, G. (2016). The impact of a total reward system of work engagement. *SA Journal of Industrial Psychology*, 42(1), 1-14.
- Kang, J., Lee, M., Fairchild, E., Caubet, S., Peters, D., Beliles, G., & Matti, L. (2020). Relationship among organizational values, employee engagement, and patient satisfaction in an Academic Medical Center. *Innovations, Quality & Outcomes*, (pp. 4(1) 8-20).
- Kimberly, U. S. (2013). *Hubungan psychological well-being dan work engagement pada karyawan yang bekerja di lokasi tambang* [The relationship between psychological well-being and work engagement of employees working at mine sites]. *Jurnal Psikologi Universitas Indonesia*, 1-18.
- Maharani, Adistya Putri, & Endah Mujiasih. (2018). *Hubungan antara persepsi terhadap gaji pokok dengan work engagement pada pegawai honorer* [The relationship between perception of basic salary compensation and work engagement for honorary employees]. *Jurnal Empati*, 7(2), 87-99.
- Mangkunegara, A. P. (2005). *Sumber daya manusia perusahaan [Company human resources]*. Bandung: Remaja Rosdakarya.
- Mangkuprawira. (2011). *Sumber daya manusia strategik edisi kedua [Strategic human resources second edition]*. Bogor: Ghalia Indonesia.
- May, D., Gilson, R., & Harter, L. (2004). The psychological condition of meaningfulness, safety, and availability and the engagement of human spirit a work. *Journal of Occupational & Organizational Psychology*, 77, 11-37.
- Muhadi, Disya Nafisah, & Umi Anugerah Izzati. (2020). *Hubungan antara psychological well-being dengan work engagement pada perawat instalasi rawat inap di Rumah Sakit "X"* [The relationship between psychological well-being with work engagement on nurses at Hospital "X"]. *Jurnal Penelitian Psikologi*, 7(3), 23-29.
- Mujiasih. (2012). *Meningkatkan work engagement melalui gaya kepemimpinan transformasional dan budaya organisasi* [Increase work engagement through transformational leadership style and organizational culture]. *Seminar Nasional Call for Paper*.
- Nurtjahjanti, H. (2010). *Hubungan antara persepsi terhadap kompensasi dan semangat kerja pada karyawan operasional PT KAI (persero) Purwokerto* [The relationship between perceptions of compensation and morale for operational employees of PT KAI (Persero) Purwokerto]. *Jurnal Psikologi Undip*, 8(2), 97-101.
- Page, K., & Vella-Brodrick, D. A. (2009). The 'what', 'why' and 'how' of employee well-being: A new model. *Social Indicators Research*, 90(3), 441-158.
- Pranazhira, G. P. (2017). *Pengaruh kompetensi dan kompensasi terhadap kepuasan kerja dan work engagement karyawan UKM susu kambing Kabupaten Bogor*

- [The effect of competence and compensation on job satisfaction and work engagement of goat milk UKM employees in Bogor Regency]. *Jurnal Manajemen dan Organisasi*, 8(1), 60-74.
- Robertson, I., & Cooper, C. (2010). Full engagement: The integration of employee engagement and psychological well-being. *Leadership & Organization Development Journal*, 31, 324-336.
- Ryff, C. (1989). Happiness is everything, or is it? Exploration on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57, 1069-1081.
- Schaufeli, W. B., & Bakker, A. B. (2006). The measurement of work engagement with a short questionnaire (A cross-national study). *Educational and Psychological Measurement*, 66(4), 701-716.
- Schaufeli, W. B., Salanova, M., Gonz, V., Martínezabel, I. M., Marisa, S., & Baker, A. B. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *Journal of Happiness Studies*, 3, 71-92.
- Schaufeli, Wilmar B. Martínez, Isabel M. Marques Pinto, Alexandra Salanova, Marisa Bakker, Arnold B.; Schaufeli, w B; MartíneZ, I M; Marques, A S; Alexandra Salanova, , Marisa Bakker; Marques Pinto, PA; Salanova, M. (2002). Burnout and engagement in university students: A cross-national study. *Jurnal of Cross-Cultural Psychology*, 33(5), 464-481.
- Scott, W. R. (2015). *Financial accounting theory*. Toronto: Pearson Canada Inc.
- Umar, H. (2004). *Riset sumber daya manusia [Human resources research]*. Jakarta: Gramedia Pustaka Utama.
- Utami, L. P. (2020). *Pengaruh psychological well-being terhadap work engagement karyawan* [The effect of psychological well-being on employee work engagement]. *Acta Psychologia*, 2(2), 161-172.
- Vijayakumari, K., & Vrinda, K. C. (2016). Work engagement in relation to psychological well-being and motivation at work. *Guru Journal of Behavioral and Social Sciences*, 6, 589-594.
- Widarnandana, I. G. (2019). *Penyusunan skala work engagement pada pegawai di Indonesia* [Preparation of work engagement scale for employees in Indonesia]. *Jurnal Mandala*, 3(1), 15-27.