

Conceptual Model of Teachers' Work Engagement: A Literature Review

Model Konseptual Keterikatan Kerja Guru: Reviu Literatur

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Being a teacher was not as simple as initially thought, not only as a profession but also as a role with great responsibility within. The aim of this study was to construct a conceptual model of teachers' work engagement in a school setting by reviewing several literatures. The articles were obtained from three journal databases, namely: (1) Science Direct; (2) Springer Link; (3) and Portal Garuda, with the limitation of being published in the recent 10 years of the time of this study (2009 - 2019). The initial search resulted in 789 articles which were then selected by using inclusion and exclusion criteria to obtain four articles ($N = 4$) employing quantitative approach as the final result. Based on the review, several variables had significant correlation to teachers' work engagement. These variables were then grouped as antecedent and consequence variables. The conceptual model of teachers' work engagement in this study was expected to be beneficial as consideration in managing education.

Keywords: work engagement, teacher, review

Menjadi seorang guru tidak semudah yang dibayangkan, tidak hanya sebagai sebuah profesi tetapi juga sebagai suatu peran yang mengemban tanggung jawab yang besar. Studi ini bertujuan untuk mendapatkan gambaran model konseptual *work engagement* pada guru dalam situasi sekolah dengan menelaah sejumlah literatur. Adapun jurnal yang digunakan dalam studi ini dikumpulkan melalui tiga pangkalan data jurnal, yaitu: (1) *Science Direct*; (2) *Springer Link*; dan (3) Portal Garuda, dengan batasan penerbitan 10 tahun terakhir waktu pelaksanaan studi ini (2009 - 2019). Hasil pencarian awal menemukan 789 artikel yang selanjutnya diseleksi melalui kriteria inklusi dan eksklusi sehingga diperoleh empat artikel ($N = 4$) yang semuanya berlandaskan pendekatan kuantitatif. Hasil telaah mengungkap sejumlah variabel yang memiliki hubungan yang signifikan terhadap *work engagement* guru. Selanjutnya, sejumlah variabel ini digolongkan sebagai *antecedent variables* dan *consequence variables*. Model konseptual *work engagement* guru ini diharapkan dapat menjadi pertimbangan dalam pengelolaan pendidikan.

Kata kunci: *work engagement*, guru, reviu

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Teaching or being an educator is a challenging profession, with tasks which are not simple to complete. Maslach et al. (1997) stated that compared with other professions, teachers were more likely to experience burnout. This susceptibility was one of teachers' responsibilities to overcome as teachers were responsible in guiding students to be well-learned and well-educated.

Mengajar atau menjadi guru merupakan profesi yang menantang dan bukan hal yang mudah dijalankan. Maslach et al. (1997) berpandangan bahwa jika dibandingkan dengan profesi lainnya, guru lebih beresiko untuk mengalami burnout. Resiko ini tidak terlepas dari salah satu tanggung jawab dari peran sebagai guru yang bertanggung jawab tidak hanya untuk membentuk murid-murid yang terpelajar dan terdidik.

In order to achieve such characteristics, teachers must have considerably strong work engagement towards their job. Timms and Brough (2012) postulated that teachers who had a high level of job satisfaction would be more likely to engage in their daily work routines. Another finding from Timms and Brough (2012) suggested that either external environment or organizations' perception with less appreciation toward the teachers' performance could cause the decrease in teachers' participation in extra-curriculum activities. The finding was in line with a study conducted by Man and Hadi (2013) which showed that perceived organizational support had positive correlation with teachers' work engagement. This correlation was free of demographic background, such as teachers' status, sex/gender, or willingness to be a teacher till retirement.

Schaufeli and Bakker (2004) elaborated work engagement as an antithesis of burnout. Furthermore, Schaufeli et al. (2002) formulated work engagement as a positive psychological statement to work, characterized by vigor, dedication, and absorption. Vigor was described as a high level of energy and mental endurance during work; dedication as a sense of enthusiasm, significance, challenge, pride, and inspiration; and absorption was described as fully concentrating in one's work, whereby time passes quickly, and the difficulties to cut ties with the work (Schaufeli et al., 2002).

This study found few articles dealing with the theme in the three journal databases used as sources. In fact, especially in Indonesia, former studies about work engagement and teachers were still rare. Hence, this study aimed to explore the teachers' work engagement conceptual model as reflected in and synthesized from the selected journal articles obtained through literature review approach. This study offers fruitful comprehensive information regarding work engagement among school teachers. Subsequently, it could serve as a reference for formulating an education management policy.

Harapan agar tercipta murid-murid dengan karakteristik di atas hanya dapat diwujudkan ketika guru memiliki keterikatan kerja (*work engagement*) yang kuat terhadap profesinya. Timms dan Brough (2012) mengungkapkan bahwa guru dengan tingkat kepuasan kerja yang tinggi akan memunculkan perilaku terikat (*engage*) terhadap pekerjaannya. Temuan selanjutnya dari Timms dan Brough (2012) menyatakan bahwa lingkungan eksternal/persepsi organisasi yang kurang menghargai kinerja guru akan mengakibatkan penurunan tingkat partisipasi guru dalam kegiatan-kegiatan ekstra-kurikuler. Fenomena ini didukung oleh penelitian yang dilakukan oleh Man dan Hadi (2013) yang menyatakan bahwa *perceived organizational support* berkorelasi secara positif terhadap *work engagement* guru. Adapun korelasi ini bebas dari latar belakang demografis, seperti status guru, jenis kelamin, maupun keinginan menjadi guru hingga masa purna bakti.

Schaufeli dan Bakker (2004) telah menjabarkan *work engagement* sebagai sebuah antitesa dari *burnout*. Lebih lanjut Schaufeli et al. (2002) merumuskan *work engagement* sebagai sebuah kondisi psikis yang positif terhadap pekerjaan yang ditandai dengan *vigor* (semangat), *dedication* (dedikasi), and *absorption* (penghayatan). *Vigor* dimaknai sebagai tingginya tingkat energi dan ketahanan mental saat bekerja, kemauan untuk berusaha dalam menyelesaikan pekerjaan, dan ketekunan dalam menghadapi kesulitan dalam bekerja; *dedication* mengacu pada perasaan antusias, bermakna, tertantang, bangga, dan terinspirasi oleh pekerjaannya; dan *absorption* ditandai dengan konsentrasi penuh pada pekerjaannya, muncul perasaan waktu berlalu dengan cepat saat bekerja dan kesulitan untuk memisahkan diri dari pekerjaannya (Schaufeli et al., 2002).

Dari tiga pangkalan data jurnal yang digunakan, studi ini hanya menemukan sejumlah literatur dengan fokus penelitian yang sama dengan studi ini. Bahkan sejauh ini, penelitian terkait *work engagement* pada guru sekolah di Indonesia masih sangat terbatas jumlahnya. Oleh karena itu, studi ini bertujuan untuk mempelajari model konseptual *work engagement* pada guru sekolah melalui pendekatan telaah/reviu literatur. Studi ini memberikan informasi yang komprehensif dalam memahami *work engagement* pada guru sekolah. Selain itu, juga sebagai rujukan dalam merumuskan kebijakan pengelolaan manajemen pendidikan.

Method

Search Strategy and Data Source

The authors collected several literatures by searching for journal articles related to the theme of study. The journal articles search and collection process was conducted on three accredited or certified journal databases, namely: (1) Science Direct (<https://www.sciencedirect.com/>); (2) Springer Link (<https://link.springer.com/>); and (3) Portal Garuda (<http://garuda.ristekbrin.go.id/>). The search and collection process were conducted from September 1, 2019 to September 30, 2019. The keywords used in the search and collection process were [“work engagement” AND “teacher”]; [“work engagement” AND “educator”]; [“keterikatan kerja” AND “guru”]. The collected journal articles were journal articles published in the recent 10 years of the time of the study (2009 - 2019).

Screening Process

The screening process was based on the inclusion and exclusion criteria which had been determined in the beginning of the study, consisting of: (a) year of publication; (b) research type (literature review, quantitative, or qualitative approach); (c) full text and open access; (d) background (variables and respondent); and (e) being written in English or Bahasa Indonesia. The results of the screening obtained four journal articles, in which three journal articles were obtained from Science Direct and one journal article was obtained from Springer Link. No journal article was obtained from Portal Garuda which matched with the inclusion and exclusion criteria. The authors then analyzed and reviewed the four journal articles. The screening process is shown in Figure 1.

Figure 1 shows that there were 789 journal articles in the beginning of the searching process, all in English. There were three steps conducted during the screening process on the journal articles. First, the study established three screening criteria based on front page display. In this step, 204 journal articles were eliminated, consisting of 10 journal articles published over the determined 10 years of this study and 194 non-open access articles.

Metode

Strategi Pencarian dan Sumber Data

Peneliti mengumpulkan sejumlah literatur dengan mencari artikel jurnal elektronik yang relevan dengan tema yang diangkat. Pengumpulan artikel jurnal ini dilakukan pada tiga pangkalan data jurnal terakreditasi, yaitu: (1) *Science Direct* (<https://www.sciencedirect.com/>); (2) *Springer Link* (<https://link.springer.com/>); and (3) *Portal Garuda* (<http://garuda.ristekbrin.go.id/>). Proses pengumpulan ini dilakukan dari tanggal 1 September 2019 sampai dengan 30 September 2019. Adapun kata kunci yang digunakan dalam proses pencarian adalah [“work engagement” AND “teacher”]; [“work engagement” AND “educator”]; [“keterikatan kerja” AND “guru”]. Artikel jurnal yang dikumpulkan merupakan artikel jurnal yang terbit dalam 10 tahun terakhir waktu pelaksanaan studi ini (2009 - 2019).

Proses Seleksi

Proses penyaringan didasarkan pada kriteria inklusi dan eksklusi yang telah ditetapkan di awal penelitian, meliputi: (a) tahun terbit; (b) jenis penelitian (telaah/review literatur, pendekatan kuantitatif, atau kualitatif); (c) teks utuh dan akses penuh; (d) latar belakang (variabel dan responden/sampel penelitian); dan (e) ditulis dalam Bahasa Inggris atau Bahasa Indonesia. Proses penyaringan ini menghasilkan empat artikel jurnal ketika tiga artikel jurnal berasal dari *Science Direct* dan satu artikel jurnal dari *Springer Link*. Sedangkan dalam Portal Garuda tidak ditemukan artikel jurnal yang memenuhi kriteria inklusi maupun eksklusi. Setelah proses penyaringan selesai, peneliti melakukan telaah terhadap empat artikel jurnal terpilih. Proses penyaringan ditunjukkan dalam Gambar 1.

Gambar 1 menunjukkan bahwa pada awal studi terdapat sebanyak 789 artikel jurnal yang berhasil dikumpulkan, semuanya ditulis dalam Bahasa Inggris. Proses penyaringan terhadap artikel jurnal tersebut dilakukan dalam tiga tahap. Pertama, penyaringan berdasarkan tampilan depan dengan tiga kriteria. Dalam tahap ini, sebanyak 204 jurnal berhasil dieliminasi, dengan perincian 10 artikel jurnal yang terbit lebih dari 10 tahun terakhir waktu pelaksanaan studi ini dan 194 artikel jurnal yang memiliki akses terbatas.

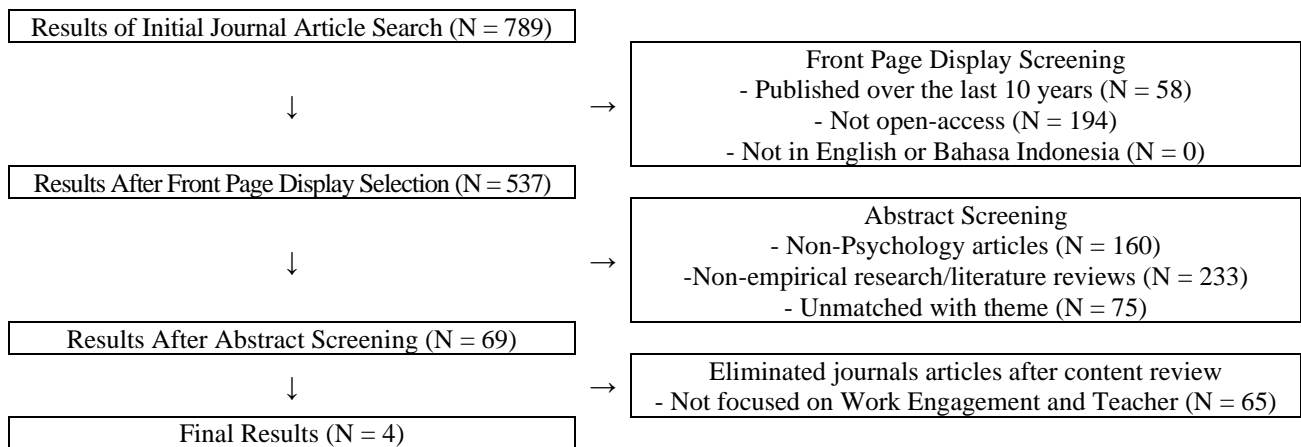
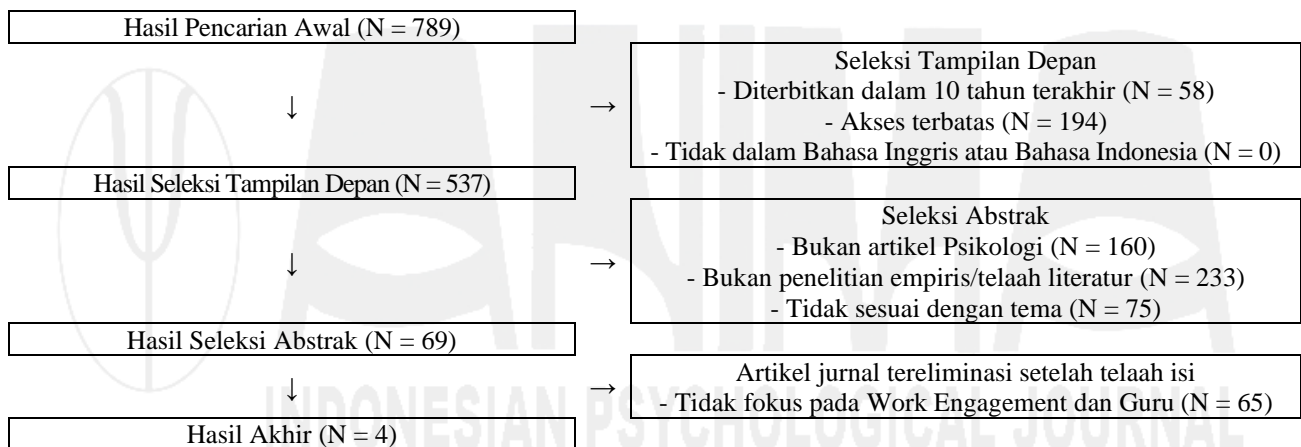


Figure 1. Flow chart of the journal article selection process.



Gambar 1. Flow chart of the journal article selection process.

Thus, the front page display selection resulted in 537 journal articles remaining. In the second step, this study performed three screening criteria based on the journal articles' abstracts. In this step, 468 journal articles were excluded, consisting of 160 non-psychology journal articles, 233 non-empirical research/literature review articles, and 75 articles with unmatching themes. The abstract screening resulted in 69 journal articles remaining. The final step was based on reviewing the content, whether its focus was on work engagement and teachers or not. At the end of the process, the authors decided to review the four journal articles which remained.

Proses penyaringan berdasarkan tampilan depan ini menyisakan 537 artikel jurnal. Dalam tahap kedua, studi ini menetapkan tiga kriteria pemeriksaan berdasarkan isi abstrak. Pada tahap ini, sebanyak 468 artikel jurnal dikeluarkan dengan perincian 160 artikel jurnal non psikologi, 233 artikel jurnal non penelitian empiris/telaah literatur, dan 75 artikel jurnal yang tidak sesuai dengan tema studi. Sehingga yang tersisa pada tahap ini sebanyak 69 artikel jurnal. Proses penyaringan terakhir berdasarkan isi keseluruhan jurnal artikel jurnal, yaitu berfokus pada *work engagement* dan guru atau tidak. Pada bagian akhir proses penyaringan diperoleh empat artikel jurnal yang selanjutnya akan ditelaah atau direviu.

Results

Based on the in-depth reviews of the four selected articles, the authors acquired information regarding the scope of the studies, shown in Table 1 (see Appendices).

Descriptive - Narrative Synthesis

A number of basic similarities were found in the four selected articles (shown in Table 1). The similarities were in the research designs and data analysis techniques. All four selected articles provided frameworks of statistical models to point out the latent variables.

Skaalvik and Skaalvik (2013) had elaborated variables on teachers' perception of the school goal structure (mastery goal structure and performance goal structure), teachers' goal orientation (mastery orientation, performance avoidance orientation, and performance approach orientation), and work-related motivation (work engagement and job satisfaction). The study's results emerged with only mastery goal structure ($\beta = .41$) correlating with work related motivation, while performance goal structure ($\beta = -.04$) not correlating. This model had Structural Equation Modeling (SEM) validity ($X^2 (62, N = 2569) = 779.110$, $CFI = .949$, $IFI = .949$, $TLI = .925$, and $RMSEA = .067$). Further findings by involving teachers' goal orientation as a mediating variable (mediator), acquired the result of only mastery orientation having positive correlation. The study also acquired results for other configurations, such as: mastery goal structure - work related motivation ($\beta = .34$); mastery goal structure - mastery orientation ($\beta = .30$); and mastery orientation - work related motivation ($\beta = .16$).

The other findings were obtained from the study of proactive personality, work engagement, self-efficacy, and job satisfaction (Li et al., 2015). The model obtained structural value on $X^2 = 75.42$, $X^2/df = 2.78$, $CFI = .97$, $TLI = .95$, $SRMR = .035$, $RMSEA = .071$ (90%; $CI = .052 - .090$). The study also acquired results for other configurations, such as: proactive personality to work engagement ($\beta = .42$); proactive personality to self-efficacy ($\beta = .46$); self-efficacy to work engagement ($\beta = .29$); and work engagement to job satisfaction ($\beta = .37$).

Hasil

Berdasarkan hasil telaah/reviu terhadap artikel terpilih, diperoleh informasi terkait fokus penelitian, seperti yang ditampilkan dalam Tabel 1 (lihat Lampiran).

Sintesis Deskriptif - Naratif

Terdapat beberapa kemiripan mendasar yang dijumpai dalam keempat artikel terpilih (ditampilkan dalam Tabel 1). Kemiripan terletak pada desain penelitian dan teknik analisis data yang digunakan. Tiap artikel terpilih membangun kerangka model statistik dalam memandang variabel laten.

Penelitian Skaalvik and Skaalvik (2013) mengelaborasi variabel persepsi guru terhadap tujuan sekolah (*mastery goal structure* dan *performance goal structure*), *teachers' goal orientation* (*mastery orientation*, *performance avoidance orientation*, *performance approach orientation*), dan *work related motivation* (*work engagement* dan *job satisfaction*). Dalam hasil studi ini terungkap bahwa hanya *mastery goal structure* ($\beta = 0,41$) yang berkaitan dengan *work related motivation*, sedangkan *performance goal structure* ($\beta = -0,04$) tidak demikian. Model ini memiliki nilai validitas Structural Equation Modeling (SEM) ($X^2 (62, N = 2569) = 779,110$, $CFI = 0,949$, $IFI = 0,949$, $TLI = 0,925$, dan $RMSEA = 0,067$). Selanjutnya dengan menempatkan variabel orientasi tujuan guru sebagai mediator, diperoleh hanya aspek *mastery orientation* yang memiliki korelasi positif. Studi juga mendapatkan sejumlah hasil untuk konfigurasi lainnya, seperti: *mastery goal structure - work related motivation* ($\beta = 0,34$); *mastery goal structure - mastery orientation* ($\beta = 0,30$); dan *mastery orientation - work related motivation* ($\beta = 0,16$).

Penemuan selanjutnya diperoleh dalam studi yang melibatkan variabel *proactive personality*, *work engagement*, *self-efficacy*, dan *job satisfaction* (Li et al., 2015). Model ini memenuhi nilai struktural dengan $X^2 = 75,42$, $X^2/df = 2,78$, $CFI = 0,97$, $TLI = 0,95$, $SRMR = 0,035$, $RMSEA = 0,071$ (90%; $CI = 0,052 - 0,090$). Studi juga mendapatkan sejumlah hasil untuk konfigurasi lainnya, seperti: *proactive personality - work engagement* ($\beta = 0,42$); *proactive personality - self-efficacy* ($\beta = 0,46$); *self-efficacy - work engagement* ($\beta = 0,29$); dan *work engagement - job satisfaction* ($\beta = 0,37$).

Simbula and Guglielmi (2013) proposed a structural model ($X^2(9) = 32.34$, $p < .001$, $GFI = .96$, $NNFI = .78$, $CFI = .96$, $RMSEA = .13$). The structural model examined the correlation among work engagement, occupational well-being (mental health and job satisfaction), and extra role performance (organizational citizenship behavior) by controlling several potential confounder variables such as age, type of school, and sex/gender. The study also acquired correlation scores for each configuration such as work engagement to mental health ($r = -.35$); work engagement to job satisfaction ($r = .56$); and work engagement to organizational citizenship behavior ($r = .31$).

The last finding in this study was obtained from the study of job characteristics (work overload, job autonomy, and recognition), work engagement - burnout, and the consequences (Trépanier et al., 2015). Trépanier et al. (2015) believed that work engagement and burnout were two sides of the same coin. Furthermore, Trépanier et al. (2015), revealed that the correlation among work overload and burnout was significant, as well as job autonomy in association with recognition to work engagement. Burnout to psychological distress and turnover intention was significant, while on the contrary, work engagement to psychological distress and turnover intention had negative correlation.

By exploring and reviewing in-depth the selected journal articles, several results were obtained for this study, as shown in Table 2, Table 3, and Table 4 (see Appendices). Based on the findings displayed in Table 2, Table 3, and Table 4, this study proposes a structural link between teachers' work engagement with the variables around it, as shown in Figure 2.

Discussion

In this study, teachers' work engagement was explored by reviewing several literatures to obtain comprehensive understanding of the conceptual model framework. The investigation involved four selected articles from three journal databases with the selection process based on inclusion and exclusion criteria. In general, the results of review

Simbula dan Guglielmi (2013) mengungkapkan sebuah model struktural ($X^2(9) = 32,34$, $p < 0,001$, $GFI = 0,96$, $NNFI = 0,78$, $CFI = 0,96$, $RMSEA = 0,13$). Model struktural ini mengkaji korelasi antara *work engagement*, *occupational well-being (mental health dan job satisfaction)*, dan *extra role performance (organizational citizenship behavior)* dengan mengontrol beberapa variabel pengganggu (seperti usia, jenis sekolah, dan jenis kelamin). Hasil yang diperoleh menunjukkan korelasi untuk tiap konfigurasi yaitu *work engagement - mental health* ($r = -0,35$); *work engagement - job satisfaction* ($r = 0,56$); dan *work engagement - organizational citizenship behavior* ($r = 0,31$).

Temuan akhir dalam studi ini didapatkan dalam penelitian terkait *job characteristic (work overload, job autonomy, dan recognition)*, *work engagement - burnout*, dan hasil keluarannya (Trépanier et al., 2013). Paradigma mendasar yang digunakan oleh Trépanier et al. adalah bahwa konsep *work engagement* dan *burnout* merupakan dua buah konsep yang saling bertolak belakang. Studi ini menemukan korelasi yang signifikan antara *work overload* dan *burnout* dan antara *job autonomy* dengan *recognition* terhadap *work engagement*. Temuan lainnya juga menemukan korelasi yang signifikan antara *burnout* terhadap *psychological distress* dan *turnover*, sebaliknya korelasi yang tidak signifikan ditemukan pada *work engagement* terhadap *psychological distress* dan *turnover*.

Berdasarkan paparan dan reviu atas keempat artikel jurnal terpilih, sejumlah hasil didapatkan dan disediakan dalam Tabel 2, Tabel 3, dan Tabel 4 (lihat Lampiran). Berdasarkan hasil yang ditampilkan dalam Tabel 2, Tabel 3, dan Tabel 4, studi ini mengusulkan sebuah pandangan terkait *work engagement* guru beserta variabel yang melingkupinya, seperti yang ditampilkan pada Gambar 2.

Diskusi

Dalam studi ini, *work engagement* guru dikaji melalui pendekatan telaah/reviu literatur agar diperoleh pemahaman yang komprehensif atas kerangka model konseptual. Secara spesifik, telaah/reviu dilakukan terhadap empat artikel terpilih yang bersumber dari tiga pangkalan data jurnal dengan proses seleksi berdasarkan kriteria inklusi

identified two categories regarding work engagement, namely antecedent variables and consequence variables.

dan eksklusi. Secara umum, hasil telaah/reviu mengidentifikasi dua kategori variabel terkait *work engagement*, yaitu *antecedent variable* dan *consequence variable*.

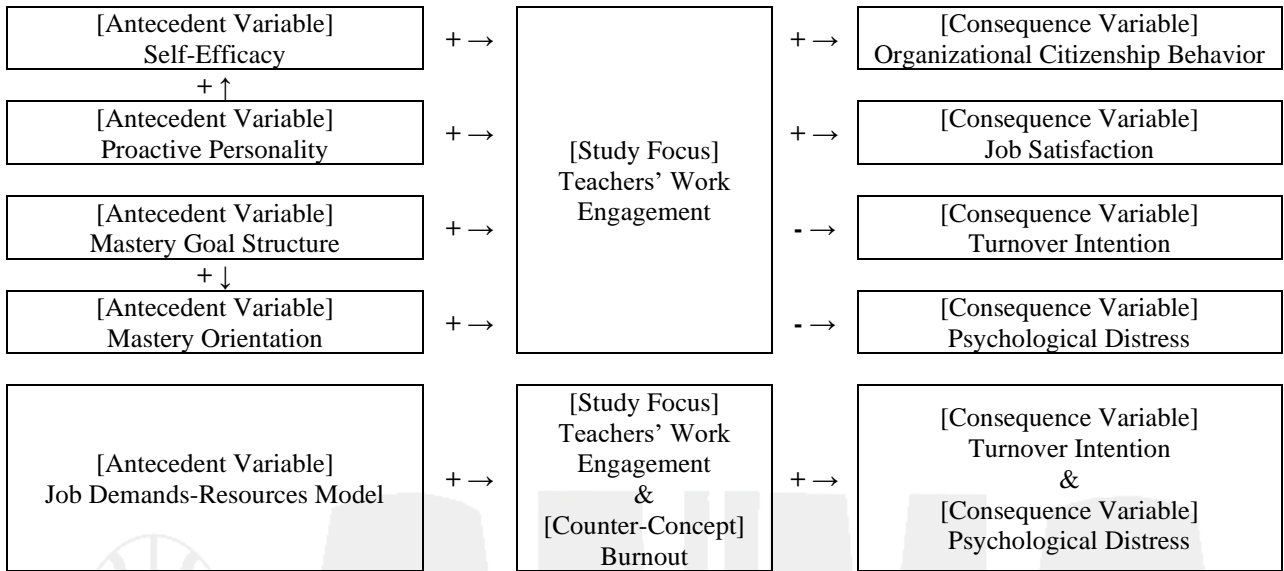
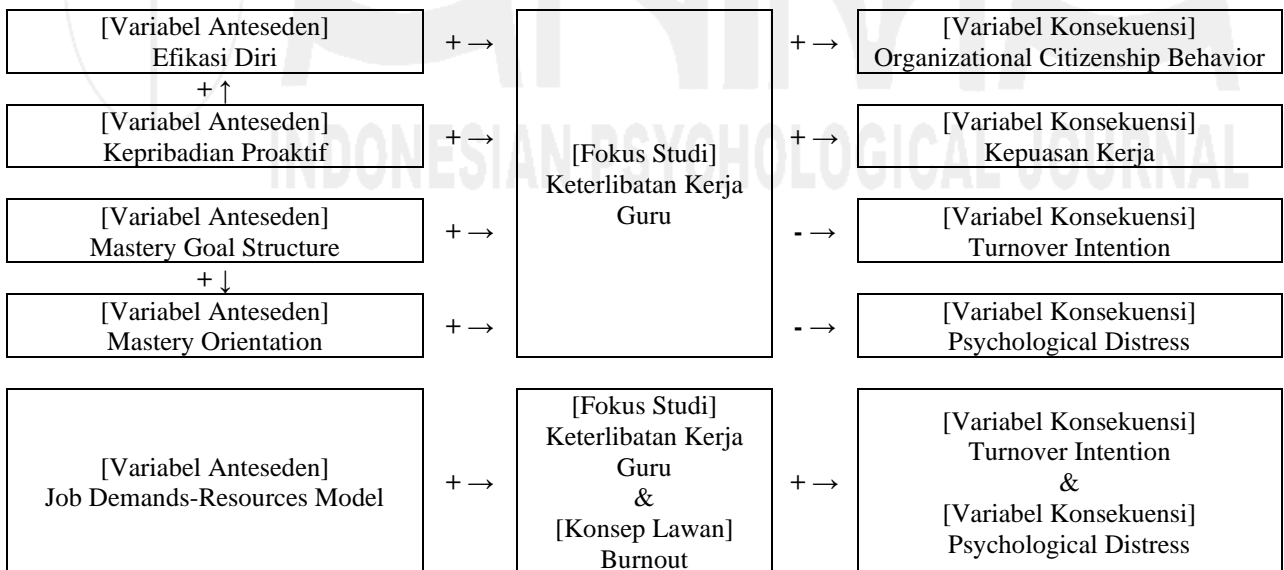


Figure 2. A conceptual model of teachers' work engagement.



The first antecedent variable was either direct or indirect correlation among mastery goal structure to work engagement, where mastery orientation took place as a mediating variable with a positive score. Skaalvik and Skaalvik (2013) explained that mastery goal structure had a critical role to work

Antecedent variable yang pertama yaitu korelasi langsung maupun tidak langsung antara *mastery goal structure* dengan *work engagement* yang bernilai positif dengan *mastery orientation* sebagai mediator. Skaalvik dan Skaalvik (2013) mengemukakan bahwa *mastery goal structure* memiliki peran

engagement on teachers. Therefore, it could be said that mastery structure was the most appropriate element with personal value and goal for each teacher.

The reality so far indicated that the studies which correlated directly among proactive personality to work engagement, especially on teachers, were still few and limited. However, it was quite different if self-efficacy was involved. The previous studies conducted by Llorens-Gumbau and Salanova-Soria (2014); and Xanthopoulou et al. (2009) found positive correlation among self-efficacy to work engagement. In line with the studies, Li et al. (2015) revealed a positive correlation among proactive personality, self-efficacy, and work engagement.

As stated previously, work engagement and burnout were bipolar concepts in a continuum line (Trépanier et al, 2015). Timms and Brough (2012) argued that psycho-social environment had an effect toward the concept (work engagement and burnout). Xanthopoulou et al. (2009); Simbula and Guglielmi (2013); Trépanier et al. (2013); and Bakker et al. (2014) explained that burnout was influenced by job demands towards negative perception on work (i.e., psychological distress and turnover intention); while work engagement was influenced by job resources towards positive perception on work (i.e., organizational citizenship behavior and job satisfaction). Along the same line, Kulophas et al. (2015) postulated that several teachers who experienced stress and burnout had decided to leave their recent job.

Limitations and Suggestions

The first limitation of this study was that it only used three journal databases with limited keywords, such as: ["work engagement" AND "teacher"]; ["work engagement" AND "educator"]; and ["keterikatan kerja" AND "guru"]. For future researchers, it is highly recommended to increase the number of databases with more variety in the keywords, in order to obtain more material articles for review. Furthermore, the other limitation was that the number of previous studies on teachers' work engagement was still limited, especially in Indonesia. Compared with other countries, Indonesia's education

yang sangat penting terhadap *work engagement* guru. Sehingga dapat dikatakan bahwa *mastery structure* merupakan elemen yang paling sesuai dengan nilai dan tujuan pribadi setiap guru.

Sejauh ini realitanya belum banyak penelitian yang menghubungkan secara langsung *proactive personality* dengan *work engagement*, khususnya pada guru. Namun hasil yang sedikit berbeda ditemukan jika melibatkan *self-efficacy*. Penelitian terdahulu seperti Llorens-Gumbau dan Salanova-Soria (2014); dan Xanthopoulou et al. (2009) menemukan korelasi yang positif antara *self-efficacy* dan *work engagement*. Li et al. (2015) menemukan korelasi positif dengan melibatkan *proactive personality*, *self-efficacy*, dan *work engagement*.

Work engagement dan *burnout* merupakan dua konsep yang berada pada ujung yang berlawanan dalam sebuah garis kontinum (Trépanier et al., 2015). Timms dan Brough (2012) berpendapat bahwa lingkungan kerja psiko-sosial memiliki dampak terhadap kedua konsep tersebut (*work engagement* dan *burnout*). Xanthopoulou et al. (2009); Simbula dan Guglielmi (2013); Trépanier et al. (2013); dan Bakker et al. (2014) menyebutkan bahwa *burnout* dipengaruhi oleh *job-demands* yang berujung pada persepsi yang negatif terhadap pekerjaan (seperti *stress* dan *turnover*), sedangkan *work engagement* dipengaruhi oleh *job-resources* yang berujung pada persepsi positif terhadap pekerjaan (seperti *organizational citizenship behavior* dan *job satisfaction*). Kulophas et al. (2015) juga mengungkapkan bahwa guru yang mengalami *stress* dan *burnout*, beberapa diantaranya memutuskan untuk meninggalkan profesinya.

Keterbatasan dan Saran

Studi ini memiliki keterbatasan yaitu studi hanya menggunakan tiga pangkalan data jurnal dengan kata kunci yang juga terbatas, yaitu ["work engagement" AND "teacher"]; ["work engagement" AND "educator"]; dan ["keterikatan kerja" AND "guru"]. Bagi peneliti selanjutnya, diharapkan menambah jumlah pangkalan data yang digunakan dengan menggunakan kata kunci yang lebih bervariasi, sehingga mendapatkan lebih banyak bahan artikel yang dapat ditelaah. Keterbatasan selanjutnya adalah jumlah penelitian terkait *work engagement* guru, khususnya di Indonesia. Jika dibandingkan

system - including teacher performance - needed to be developed further. Hence, this study tried to propose a conceptual model of teachers' work engagement free of cultural perception.

Conclusion

Although there had not been many studies in teachers' work engagement, this study provides an important insight conceptual model of teachers' work engagement by employing literature review approach. This study found several variables, either as causes (antecedent variables) or effects (consequence variables), of work engagement. Moreover, quantitative assessment found that several of the antecedent variables had connection to consequence variables where work engagement acted as a mediator. In summary, several articles which used two data analysis technique (Confirmatory Factor Analysis [CFA] and Exploratory Structural Equation Modeling [ESEM]) found different correlation indexes. Thus, even though the study had proposed a structural link among work engagement and other variables around it, the result offered little support of the proposition. Eventually, the conceptual model in this study is expected to be beneficial as consideration in managing a policy in the educational area.

dengan negara lainnya, sistem pendidikan - termasuk performa guru - yang ada di Indonesia masih perlu pengembangan lebih lanjut. Oleh karena itu, studi ini berupaya menyajikan konsep *work engagement* guru dengan tidak berfokus pada persepsi budaya.

Simpulan

Walaupun selama ini belum ada banyak studi mengenai *work engagement* guru, studi ini menyediakan temuan penting atas model konseptual *work engagement* guru dengan pendekatan telaah/review literatur. Studi ini menemukan sejumlah variabel, sebagai penyebab (*antecedent variable*) maupun akibat (*consequence variable*), dari *work engagement*. Selain itu, asesmen kuantitatif menemukan bahwa sejumlah *antecedent variable* memiliki hubungan dengan *consequence variable* ketika *work engagement* berperan sebagai mediator. Dalam kesimpulan, sejumlah artikel dengan dua teknik analisis data (*Confirmatory Factor Analysis [CFA]* dan *Exploratory Structural Equation Modeling [ESEM]*) menemukan indeks korelasi berbeda. Maka dari itu, walaupun studi telah menyampaikan hubungan struktural antara *work engagement* dan variabel lain, hasil kurang mendukung proposisi tersebut. Pada akhirnya, model konseptual dalam studi ini diharapkan dapat bermanfaat sebagai pertimbangan dalam pengelolaan keputusan di bidang edukasi.

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Appendices follow

Appendices/Lampiran

Table 1

Summary of Information in Selected Articles

1	<p>[Title; Author; Year] Teachers' Perceptions of the School Goal Structure: Relations with Teachers' Goal Orientations, Work Engagement, and Job Satisfaction; Einar M. Skaalvik and Sidsel Skaalvik; 2013</p> <hr/> <p>[Sample] Total of 2,569 teachers from 127 elementary and middle high schools in Norway (1st to 10th grade).</p> <hr/> <p>[Research Design] Quantitative Analysis</p> <hr/> <p>[Research Instrument] Teachers' perception on goal structure was measured on two dimensions of the goal structure (mastery and performance) scale. Cronbach's alpha coefficient for mastery goal structure was .71 and .72 for performance goal structure. Teachers' goal orientation consisted of mastery orientation (Cronbach's alpha coefficient was .65), performance avoidance orientation (Cronbach's alpha coefficient was .74), performance approach orientation (Cronbach's alpha coefficient was .75). Measured with three items for each dimension. Utrecht Work Engagement Scale (UWES; Schaufeli & Bakker, 2010) was used to evaluate work engagement on teachers, Cronbach's alpha coefficient was .90.</p> <hr/> <p>[Main Findings] Mastery structure and performance goal structure had negative correlation. Mastery of structure had positive correlation only on mastery orientation from goal orientation. Structural Equation Modeling (SEM) Model to work related motivation ($X^2(62, N = 2569) = 779.110, CFI = .949, IFI = .949, TLI = .925$ and $RMSEA = .067$) had positive correlation with mastery goal structure ($\beta = .41$). The extension of Structural Equation Modeling (SEM) Model ($X^2(198, N = 2569) = 2109.775, CFI = .924, TLI = .903$, and $RMSEA = .61$ revealed that mastery goal structure had positive correlation with work related motivation ($\beta = .34$) and mastery orientation ($\beta = .30$).</p>
2	<p>[Title; Author; Year] I am Engaged, I Feel Good, and I Go the Extra-Mile: Reciprocal Relationship Between Work Engagement and Consequences; Silvia Simbula and Dina Guglielmi; 2013</p> <hr/> <p>[Sample] Participants originated from 157 public school teachers in Italy (31.2% were teachers of elementary school and 68.8% were teachers of middle high school) who were asked to fill out a questionnaire twice - Time 1 (T1) was at the beginning of the year and Time 2 (T2) was at the end of the semester. The demographics of the participants were 88.5% female and 68.3% had married; 13% were under the age of 36 years, 52% between the age of 36 to 50 years, and 35% over the age of 50 years. 51.6% had over 20 years of teaching experience as a teacher, 24.5% had under 10 years, and 23.9% had between 10 to 20 years of experience. On average, participants worked 30.61 hours per week ($SD = 7.85$) on T1, and 32.08 hours per week ($SD = 6.98$) on T2.</p> <hr/> <p>[Research Design] Quantitative Analysis</p> <hr/> <p>[Research Instrument] Work engagement was measured by Utrecht Work Engagement Scale (UWES; Italian Version, Balducci et al., 2010). All items were scored in Likert scale from "0 (<i>never</i>)" to "6 (<i>always</i>)". Mental-health problem was measured with General Health Questionnaire (GHQ) - 12 which is developed by Goldberg (1992; Italian Version developed by Fraccaroli and Schadee [1993]). Each item was scored in a scale, ranging from "0 (<i>not at all</i>)" to "3 (<i>always</i>)". Job satisfaction was evaluated through a single item developed by Wanous et al. (1997). The item was scored with a scale ranging from "1 (<i>totally unsatisfied</i>)" to "5 (<i>totally satisfied</i>)". Organizational citizenship behavior was measured by a four-items altruism scale developed by Perrone and Chiacchierini (1999). The scale was later adapted for school setting. All items were scored with a scale ranging from "1 (<i>totally false</i>)" to 7 "<i>(totally true)</i>".</p> <hr/> <p>[Main Findings] Work engagement had negative correlation to mental health. Nevertheless, work engagement had positive correlation with job satisfaction and organizational citizenship behavior.</p>

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- 3 [Title; Author; Year]
Revisiting the Interplay Between Burnout and Work Engagement: An Exploratory Structural Equation Modeling (ESEM) Approach; Sarah-Geneviève Trépanier, Claude Fernet, Stéphanie Austin, and Julie Ménard; 2015
-

[Sample]

The samples were school teachers ($N = 1.159$) who had worked in the province of Quebec, Canada. Majority of samples taught in elementary schools (60.3%). The rest in middle high school (34.7%) and other types school settings (5%). All teachers received a letter explaining in detail the aim of the study and filled out an online questionnaire. The majority of participants were females (85.8%) with the average of age of 27.79 years ($SD = 4.13$) and the average service time as teachers of 3.29 years ($SD = 1.68$).

[Research Design]

Quantitative Analysis

[Research Instrument]

Reliability of measurement was based on the Hancock coefficient (i.e., H coefficient). The main dimensions of burnout were measured using sub-scales of the Maslach Burnout Inventory - General Survey (MBI-GS; Maslach et al., 1997): emotional-exhaustion (five items; H coefficient = .92) and cynicism (five items; H coefficient = .87).

The main dimensions of work engagement were measured with the sub-scales of the Utrecht Work Engagement Scale (UWES; Schaufeli et al., 2002): vigor (six items; H coefficient = .89) and dedication (five items; H coefficient = .93).

Job demands were assessed with sub-scales of the Areas of Work-Life Scale (AWS; Leiter & Maslach, 2004): work overload (six items; H coefficient = .88).

Job resources were measured with the sub-scales of the Areas of the Work-Life Scale (AWS; Leiter & Maslach, 2004): job autonomy (three items; H coefficient = .58) and recognition (four items; H coefficient = .89).

The O'Driscoll and Beehr Scale (O'Driscoll & Beehr, 1994) was used to evaluate turnover intention (H coefficient = .97).

The Psychiatric Symptom Index (French Version; Prévile et al., 1992) was used to evaluate psychological distress (anxiety, three items, H coefficient = .83; depression, five items, H coefficient = .82; irritability, four items, H coefficient = .88; and cognitive problems, two items, H coefficient = .88).

[Main Findings]

The results of the study revealed that the link structure among job characteristics to the dimension of burnout and work engagement in Confirmatory Factor Analysis (CFA; 7 to 10) was stronger than the results from Exploratory Structural Equation Modeling (ESEM). Interestingly, Confirmatory Factor Analysis (CFA) showed a significant link among job autonomy and cynicism, while in Exploratory Structural Equation Modeling (ESEM), it was not significant. Also, correlations among emotional exhaustion - turnover intention and dedication - psychological distress were not significant in Confirmatory Factor Analysis (CFA) but were significant in Exploratory Structural Equation Modeling (ESEM). Confirmatory Factor Analysis (CFA) found the significant correlation among: (1) work overload - cynicism ($z = 2.27$); (2) work overload - dedication ($z = 2.06$); (3) job autonomy - dedication ($z = 2.02$); (4) recognition - vigor ($z = 2.54$); and (5) recognition - dedication ($z = 4.37$). On the contrary, Exploratory Structural Equation Modeling (ESEM) found significant correlation among job autonomy - dedication ($z = 2.16$) and dedication - psychological distress ($z = 2.41$).

- 4 [Title; Author; Year]
Proactive Personality, and Job Satisfaction: The Mediating Effects of Self-Efficacy and Work Engagement in Teachers; Mingjun Li, Zhenhong Wang, Jie Gao, and Xuqun You; 2015
-

[Sample]

Participants were 352 elementary and middle high school teachers in mainland China (194 were females and 158 were males) with average age of 29.32 years ($SD = 6.20$).

[Research Design]

Quantitative Analysis

[Research Instrument]

Proactive personality was measured with the shortened version of Proactive Personality Scale (S-PPS) developed by Seibert et al. (1999). The Cronbach's alpha coefficient was .71; $X^2 = 64.26$, $X^2/df = 1.73$, $CFI = .96$, $TLI = .95$, $RMSEA = .052$, $SRMR = .061$.

Teachers' self-efficacy was measured by short form of teachers' self-efficacy scale developed by Tschannen-Moran and Hoy (2001). Cronbach's alpha coefficient was in the range of .76 to .84; $X^2 = 117.23$, $X^2/df = 2.04$, $CFI = .95$, $TLI = .95$, $RMSEA = .045$, $SRMR = .060$.

Work engagement was measured with Utrecht Work Engagement Scale (UWES) developed by Schaufeli et al.

(2002). Cronbach's alpha coefficient ranged from .82 to .87; $X^2 = 223.53$, $X^2/df = 2.54$, $CFI = .96$, $TLI = .94$, $RMSEA = .056$, $SRMR = .071$.

Teachers' job satisfaction was evaluated with shortened version of Minnesota Satisfaction Questionnaire developed by Weiss et al. (1967), separated into intrinsic satisfaction (IS) and extrinsic satisfaction (ES). Cronbach's alpha coefficient for IS = .75 and .82 for ES; $X^2 = 367.20$, $X^2/df = 2.87$, $CFI = .92$, $TLI = .90$, $RMSEA = .067$, $SRMR = .072$.

[Main Findings]

Proactive personality ($r = .66$, $p < .05$) had not only direct influence to job satisfaction but also indirect influence to job satisfaction through work engagement. Teachers' self-efficacy had positive correlation ($r = .33$, $p < .05$) to teachers' work engagement.

Tabel 1

Rangkuman Informasi dalam Artikel Terpilih

1 [Judul; Penulis; Tahun]

Teachers' perceptions of the school goal structure: Relations with teachers' goal orientations, work engagement, and job satisfaction; Einar M. Skaalvik, Sidsel Skaalvik; 2013

[Sampel]

Sebanyak 2.569 guru yang berasal dari 127 SD dan SMP/SMA di Norwegia (kelas 1 sampai dengan kelas 10)

[Desain Penelitian]

Analisis kuantitatif

[Instrumen Penelitian]

Persepsi guru terhadap *goal structure* diukur terhadap 2 dimensi (*mastery* dan *performance*) skala *goal structure*. Nilai *alpha cronbach* untuk dimensi *mastery goal structure* adalah .71; dan .72 untuk *performance goal structure*, *goal orientation* guru, terdiri atas *mastery orientation* (*alpha cronbach* .65), *performance-approach orientation* (*alpha cronbach* .75), dan *performance avoidance orientation* (*alpha cronbach* .74), diukur melalui 3 butir untuk masing-masing aspek.

Skala UWES digunakan untuk mengukur *work engagement* guru dengan *alpha cronbach* sebesar .90.

[Hasil Temuan]

Mastery structure dan *performance goal structure* berkorelasi negatif. *Mastery structure* berkorelasi positif hanya terhadap *mastery orientation* dari aspek *goal orientation*.

Model SEM terhadap *work related motivation* (WE) ($X^2(62, N=2569) = 779.110$, $CFI = .949$, $IFI = .949$, $TLI = .925$ dan $RMSEA = .067$) memiliki korelasi positif terhadap *mastery goal structure* ($\beta = .41$)

Pengembangan model SEM ($X^2(198, N=2569) = 2109.775$, $CFI = .924$, $TLI = .903$, dan $RMSEA = .61$ menunjukkan *mastery goal structure* berkorelasi positif terhadap *Work related motivation* (WE) ($\beta = .34$) dan *mastery orientation* ($\beta = .30$).

2 [Judul; Penulis; Tahun]

I am engaged, I feel good, and I go the extra-mile: Reciprocal relationship between work engagement and consequences; Silvia Simbula, Dina Guglielmi; 2013

[Sampel]

Partisipan berasal dari 157 guru sekolah negeri di Italia (31,2% guru SD; 68,8% guru SMP/SMA) dan diminta mengisi kuesioner dalam selang waktu 5 bulan. Waktu 1 (T1) diawal tahun ajaran dan Waktu 2 (T2) diakhir semester. Demografi partisipan adalah 88,5% wanita, dan 68,3% telah menikah; 13% berusia dibawah 36 tahun, 52% berusia antara 36 dan 50 tahun, 35% berusia diatas 50 tahun. 51,6% memiliki masa bakti di atas 20 tahun sebagai guru, 24,5% dibawah 10 tahun, dan 23,9% antara 10 sampai dengan 20 tahun. Rata-rata partisipan bekerja 30.61 jam per minggu ($SD = 7.85$) pada T1, and 32.08 jam per minggu ($SD = 6.98$) pada T2

[Desain Penelitian]

Analisis kuantitatif

[Instrumen Penelitian]

Work engagement diukur melalui skala UWES versi Italia. Semua butir diberi skor dalam rentang nilai 0 (tidak pernah) s/d 6 (selalu) dalam skala Likert.

Mental-health problems diukur melalui General Health Questionnaire (GHQ)-12 yang dikembangkan oleh Goldberg; versi italia oleh Fraccaroli & Schadee. Masing-masing butir diberi skor dalam rentang nilai 0 (tidak sama sekali) s/d 3 (selalu).

Job satisfaction dinilai melalui butir tunggal yang dikembangkan oleh Wanous, Reichers, & Hudy. Butir tersebut diberi skor dalam rentang nilai 1 (sangat tidak puas) s/d 5 (sangat puas).

Organizational citizenship behavior diukur dengan 4 butir skala altruisme yang dikembangkan oleh Perrone & Chiacchierini, kemudian diadaptasi kedalam situasi sekolah. Seluruh butir diberi skor dalam rentang nilai 1 (sangat salah) s/d 7 (sangat benar).

[Hasil Temuan]

Work engagement berkorelasi negatif terhadap *mental-health*. Akan tetapi, *work engagement* berkorelasi positif terhadap *job satisfaction* dan *organizational citizenship behavior*

3 [Judul; Penulis; Tahun]

Revisiting the interplay between burnout and work engagement : An exploratory structural equation modeling (ESEM) approach; Sarah-Geneviève Trépanier, Claude Fernet, Stéphanie Austin, Julie Ménard; 2015

[Sampel]

Sampel terdiri atas guru sekolah ($N= 1.159$) yang bekerja di Provinsi Quebec, Canada. Mayoritas sampel mengajar di SD (60.3%), SMP (34.7%), dan jenis sekolah lainnya (5%). Seluruh guru menerima surat yang menggambarkan secara detail tujuan penelitian dan mengisi kuesioner secara daring. Mayoritas partisipan adalah wanita (85.8%) dengan rata-rata usia 27.79 tahun ($SD=4.13$), rata-rata masa bakti 3.29 tahun ($SD=1.68$).

[Desain Penelitian]

Analisis kuantitatif

[Instrumen Penelitian]

Reliabilitas pengukuran didasarkan pada koefisien Hancock (i.e., koefisien H). Dimensi utama *burnout* diukur menggunakan sub skala MBI-GS; *emotional-exhaustion* (5 butir; koefisien H = .92) dan *cynicism* (5 butir; koefisien H=.87)

Dimensi utama *work engagement* diukur melalui sub skala UWES; *vigor* (6 butir; koefisien H=.89) dan *dedication* (5 butir; koefisien H=.93).

Job demands diukur melalui sub skala *Area of the Work Life*; *work overload* (6 butir; koefisien H=.88).

Job resources diukur melalui sub skala AWS; *job autonomy* (3 butir; koefisien H=.58) dan *recognition* (4 butir; koefisien H=.89)

Psychiatric Symptom Index versi bahasa Perancis digunakan untuk mengukur *psychological distress* (*anxiety*, 3 butir, koefisien H=.83; *depresif*, 5 butir koefisien H=.82; *irritabilitas*, 4 butir, koefisien H=.88; dan masalah kognitif, 2 butir, koefisien H=.88).

Skala O'Driscoll and Beehr digunakan untuk mengevaluasi *turnover intention* (koefisien H=.97).

[Hasil Temuan]

Hasil penelitian menunjukkan struktur jaringan antara karakteristik pekerjaan terhadap dimensi *burnout* dan *work engagement* dalam CFA (7 dari 10) yang lebih kuat dibandingkan dengan hasil yang diperoleh melalui ESEM. Menariknya, dalam CFA terungkap jaringan yang signifikan antara *job autonomy-cynicism*, sedangkan dalam ESEM tidak signifikan. Selain itu, hubungan "*emotional exhaustion-turnover intention*" dan "*dedication-psychological distress*" tidak signifikan dalam CFA tetapi signifikan dalam ESEM. CFA menemukan hubungan yang lebih signifikan antara (1) *work overload-cynicism* ($z = 2.27$); (2) *work overload-dedication* ($z = 2.06$); (3) *job autonomy-dedication* ($z = 2.02$), (4) *recognition-vigor* ($z = 2.54$) dan (5) *recognition-dedication* ($z = 4.37$). Sebaliknya, ESEM menemukan hubungan yang lebih signifikan pada *job autonomy-dedication* ($z = 2.16$) dan juga antara *dedication-psychological distress* ($z = 2.41$).

4 [Judul; Penulis; Tahun]

Proactive Personality, and Job Satisfaction: the Mediating Effects of Self-Efficacy and Work Engagement in Teachers; Mingjun Li, Zhenhong Wang, Jie Gao, & Xuqun You; 2015

[Sampel]

Partisipan merupakan 352 guru SD dan SMP/SMA di daratan utama China (194 wanita dan 158 pria) dengan rata-rata usia 29.32 tahun ($SD=6.20$).

[Desain Penelitian]

Analisis kuantitatif

[Instrumen Penelitian]

Proactive personality diukur melalui versi singkat skala kepribadian proaktif (S-PPS) yang dikembangkan oleh Seibert et al. Koefisien alpha cronbach sebesar .71; $X^2 = 64.26$, $X^2/df = 1.73$, $CFI = .96$, $TLI = .95$, $RMSEA = .052$, $SRMR = .061$.

Self-efficacy guru diukur melalui versi singkat skala *self-efficacy* guru yang dikembangkan oleh Tschannen-Moran dan Woolfolk Hoy. Koefisien *alpha cronbach* berada dalam rentang .76 sampai .84; $X^2 = 117.23$, $X^2/df = 2.04$, $CFI = .95$, $TLI = .95$, $RMSEA = .045$, $SRMR = .060$.

Work engagement diukur melalui skala UWES yang dikembangkan oleh Schaufeli et al. Koefisien *alpha*

cronbach berada dalam rentang .82 sampai .87; $X^2=223.53$, $X^2/df = 2.54$, $CFI = .96$, $TLI = .94$, $RMSEA = .056$, $SRMR = .071$.

Job satisfaction guru diukur dengan versi singkat Minnesota *satisfaction questionnaire* yang dikembangkan oleh Weiss et al, terbagi atas kepuasan intrinsik (IS) dan kepuasan ekstrinsik (ES). Koefisien *alpha cronbach* untuk IS = .75 dan ES = .82; $X^2 = 367.20$, $X^2/df = 2.87$, $CFI = .92$, $TLI = .90$, $RMSEA = .067$, $SRMR = .072$.

[Hasil Temuan]

Proactive personality ($r = .66$, $p < .05$) tidak hanya berpengaruh langsung secara signifikan terhadap kepuasan kerja, tetapi juga memiliki efek tidak langsung terhadap kepuasan kerja via work engagement. self-efficacy guru berkorelasi positif ($r = .33$, $p < .05$) dengan work engagement guru.

Table 2

Antecedent Variables

Variables	Link to Teachers' Work Engagement
Mastery Goal Structure	Basically, mastery goal structure along with performance goal structure built the perception of school goal structure concept. Only mastery goal structure had been confirmed to have a correlation with work engagement, while no correlation confirmed for performance goal structure (Skaalvik & Skaalvik, 2013).
Mastery Orientation	Mastery orientation was a part of teachers' goal orientation besides performance avoidance orientation and performance approach orientation. However, only mastery orientation indicated a positive correlation with teachers' work engagement. In addition, the previous study by Skaalvik and Skaalvik (2013) found that mastery orientation had a significant role to mediate mastery goal structure and teachers' work engagement. Thus, it could be inferred that <i>mastery goal structure</i> , either direct or indirect, correlated with work engagement. Moreover, indirect correlation, mediated by <i>mastery orientation</i> , reflected that the limited correlation was influenced by teacher personal orientation.
Proactive Personality	Li et al. (2015) found that <i>proactive personality</i> was positively associated with <i>work engagement</i> . It was believed that <i>proactive personality</i> inspired more positive qualities and more well-defined work behaviors such as engagement.
Self-Efficacy	A previous study found a correlation between <i>self-efficacy</i> and <i>work engagement</i> (Li et al., 2015). Further findings also noted that <i>self-efficacy</i> had an important role in mediating both <i>proactive personality</i> and <i>work engagement</i> .
Job Demands-Resources Model	A study conducted by Trépanier et al. (2015) assumed that Structural Equation Modeling (SEM) with Confirmatory Factor Analysis (CFA) factors of <i>work engagement/burnout</i> predominantly resulted in relationships between the factors and the Job Demands-Resources (JD-R) Model. The study found that <i>job resources</i> had a significant link to <i>work engagement</i> , while <i>job demands</i> had a connection with <i>burnout</i> . The results indicated that <i>work engagement</i> and <i>burnout</i> may had similar effects on teachers' functioning. Thus, both <i>work engagement</i> and <i>burnout</i> could be predicting the same thing, in this case <i>psychological distress</i> and <i>turnover intention</i> (see Table 3).

Tabel 2

Variabel Anteseden

Variabel	Hubungan dengan Teachers' Work Engagement
Mastery Goal Structure	Pada dasarnya, <i>mastery goal structure</i> bersama dengan <i>performance goal structure</i> membangun persepsi konsep <i>school goal structure</i> . Hanya <i>mastery goal structure</i> telah dikonfirmasi memiliki korelasi dengan <i>work engagement</i> . <i>Performance goal structure</i> tidak memiliki korelasi (Skaalvik & Skaalvik, 2013).
Mastery Orientation	<i>Mastery orientation</i> adalah bagian dari <i>teachers' goal orientation</i> selain <i>performance avoidance orientation</i> dan <i>performance approach orientation</i> . Namun, hanya <i>mastery orientation</i> mengindikasikan korelasi positif dengan <i>teachers' work engagement</i> . Penelitian sebelumnya oleh Skaalvik dan Skaalvik (2013) menemukan bahwa <i>mastery orientation</i> memiliki peran signifikan atas dalam mediasi <i>mastery goal structure</i> dan <i>teachers' work engagement</i> . Maka dari itu, dapat dikatakan bahwa <i>mastery goal structure</i> , baik secara langsung maupun tidak langsung, berkorelasi dengan <i>work engagement</i> . Selain itu, korelasi tidak langsung, dimediasi oleh <i>mastery orientation</i> , merefleksikan bahwa korelasi terbatas

dipengaruhi oleh teacher personal orientation.

Proactive Personality	Li et al. (2015) menemukan bahwa <i>proactive personality</i> diasosiasikan secara positif dengan <i>work engagement</i> . <i>Proactive personality</i> dipercaya menginspirasi kualitas positif dan perilaku kerja positif dengan lebih banyak.
Self-Efficacy	Penelitian sebelumnya menemukan korelasi antara <i>self-efficacy</i> dan <i>work engagement</i> (Li et al., 2015). Temuan sebelumnya juga menyatakan bahwa <i>self-efficacy</i> memiliki peran penting dalam mediasi antar <i>proactive personality</i> dan <i>work engagement</i> .
Job Demands-Resources Model	Studi oleh Trépanier et al. (2015) mengasumsikan bahwa Structural Equation Modeling (SEM) dengan Confirmatory Factor Analysis (CFA) akan faktor <i>work engagement/burnout</i> dengan dominan menghasilkan hubungan antara faktor dan model <i>Job Demands-Resources</i> (JD-R). Siswa menemukan bahwa <i>job resources</i> memiliki hubungan signifikan dengan <i>work engagement</i> , sementara <i>job demands</i> berhubungan dengan <i>burnout</i> . Hasil mengindikasikan bahwa <i>work engagement</i> dan <i>burnout</i> mungkin memiliki efek serupa pada fungsi guru. Maka dari itu, <i>work engagement</i> dan <i>burnout</i> mungkin memprediksi hal yang sama, dalam hal ini adalah <i>psychological distress</i> dan <i>turnover intention</i> (lihat Tabel 3).

Table 3
Consequence Variables

Variables	Link to Teachers' Work Engagement
Organizational Citizenship Behavior	A study conducted by Simbula and Guglielmi (2013) found a positive relationship between <i>work engagement</i> and <i>organizational citizenship behavior</i> ($r = .31$). The result showed a social-exchange phenomenon in a society where a person receiving benefit from another tended to provide something beneficial in return.
Job Satisfaction	Initially, <i>job satisfaction</i> , in association with mental health, arranged teachers' occupational well-being. Simbula and Guglielmi (2013) revealed that <i>teachers' work engagement</i> had a positive effect on <i>job satisfaction</i> ($r = .56$). The results suggested that <i>job satisfaction</i> was a consequence of <i>work engagement</i> . This was in line with a study by Li et al. (2015) which found that <i>work engagement</i> had a significant role in mediating <i>proactive personality</i> and <i>job satisfaction</i> . The results considered that proactive people with a high level of <i>work engagement</i> would contribute to increasing <i>job satisfaction</i> .
Turnover Intention	As shown in Table 2, <i>work engagement</i> , together with <i>burnout</i> , could be used to predict the same variable. Both Exploratory Structural Equation Modeling (ESEM) and Confirmatory Factor Analysis (CFA) solutions confirmed that <i>work engagement</i> had a negative correlation to <i>turnover intention</i> , while correlation between <i>burnout</i> and <i>turnover intention</i> was positive (Trépanier et al., 2015). The findings were informative that teachers who felt engaged with their job had lower turnover intention than those who did not.
Psychological Distress	In line with <i>turnover intention</i> , <i>work engagement</i> and <i>burnout</i> could also predict <i>psychological distress</i> in opposite directions. Trépanier et al. (2015) found that <i>work engagement</i> had a negative correlation to <i>psychological distress</i> , while the correlation between <i>burnout</i> and <i>psychological distress</i> was positive. Along the same line, Simbula and Guglielmi (2013) underscored the idea that <i>work engagement</i> could be a beneficial experience for teachers in terms of the crucial outcomes of mental health. Therefore, it could be inferred that <i>work engagement</i> was an antecedent of mental health, referred to as <i>psychological distress</i> .

Tabel 3
Consequence Variables

Variabel	Hubungan dengan Teachers' Work Engagement
Organizational Citizenship Behavior	Studi yang dilakukan oleh Simbula dan Guglielmi (2013) menemukan hubungan positif antara <i>work engagement</i> dan <i>organizational citizenship behavior</i> ($r = .31$). Hasil menunjukkan fenomena <i>social-exchange</i> dalam komunitas ketika individu mendapat keuntungan dari pihak lain dan maka dari itu individu tersebut diharapkan menyediakan sesuatu yang membantu juga sebagai balasannya.

Job Satisfaction	Pada awalnya, <i>job satisfaction</i> , berhubungan dengan kesehatan mental, menentukan <i>teachers' occupational well-being</i> . Simbula and Guglielmi (2013) menyatakan bahwa <i>teachers' work engagement</i> memiliki efek positif dengan <i>job satisfaction</i> ($r = .56$). Hasil menyatakan bahwa <i>job satisfaction</i> adalah konsekuensi dari <i>work engagement</i> . Hal ini sesuai dengan hasil dari Li et al. (2015) yang menemukan bahwa <i>work engagement</i> memiliki peran signifikan dalam mediasi <i>proactive personality</i> dan <i>job satisfaction</i> . Hasil menyatakan bahwa individu proaktif dengan level <i>work engagement</i> tinggi akan berkontribusi pada peningkatan <i>job satisfaction</i> .
Turnover Intention	Seperti ditunjukkan dalam Tabel 2, <i>work engagement</i> , bersama dengan <i>burnout</i> , dapat digunakan untuk memprediksi variabel yang sama. Solusi Exploratory Structural Equation Modeling (ESEM) dan Confirmatory Factor Analysis (CFA) mengkonfirmasi bahwa <i>work engagement</i> memiliki korelasi negatif dengan <i>turnover intention</i> , sedangkan <i>burnout</i> dan <i>turnover intention</i> berkorelasi positif (Trépanier et al., 2015). Temuan menemukan bahwa guru yang terikat dengan pekerjaannya memiliki <i>turnover intention</i> lebih rendah.
Psychological Distress	Sehubungan dengan <i>turnover intention</i> , <i>work engagement</i> dan <i>burnout</i> juga dapat memprediksi <i>psychological distress</i> di arah yang berlawanan. Trépanier et al. (2015) menemukan bahwa <i>work engagement</i> memiliki korelasi negatif dengan <i>psychological distress</i> , sementara <i>burnout</i> dan <i>psychological distress</i> berkorelasi positif. Simbula and Guglielmi (2013) memiliki pernyataan serupa bahwa <i>work engagement</i> dapat menjadi pengalaman menguntungkan bagi guru dapat hal kesehatan mental. Maka dari itu, dapat disimpulkan bahwa <i>work engagement</i> adalah antededen kesehatan mental, dikaji sebagai <i>psychological distress</i> .

Table 4
Opposite Variables

Variabel	Link to Teachers' Work Engagement
Burnout	Trépanier et al. (2015) stated that <i>work engagement</i> and <i>burnout</i> were two sides of the same coin. The Confirmatory Factor Analysis (CFA) measurement revealed that each dimensions of <i>work engagement</i> and <i>burnout</i> were best represented as distinct factors as opposed to as components of two underlying constructs. Moreover, correlation among <i>work overload</i> as a representation of job demand was significant. At the same time, <i>burnout</i> also had a correlation on <i>psychological distress</i> and <i>turnover intention</i> .

Tabel 4
Variabel Berlawanan

Variabel	Hubungan dengan <i>Teachers' Work Engagement</i>
<i>Burnout</i>	Trépanier et al. (2015) menyatakan bahwa <i>work engagement</i> dan <i>burnout</i> merupakan sisi berlawanan dari koin yang sama. Pengukuran Confirmatory Factor Analysis (CFA) menemukan bahwa tiap dimensi <i>work engagement</i> dan <i>burnout</i> direpresentasikan terbaik sebagai faktor unik dan bukan sebagai komponen dua konstruk dasar. Selain itu, korelasi antar <i>work overload</i> sebagai representasi job demand adalah signifikan. Di saat yang sama, <i>burnout</i> juga berkorelasi dengan <i>psychological distress</i> dan <i>turnover intention</i> .