



The Influence of Self-Efficacy and Love of Work on Teacher Work Engagement in the Frontier, Outermost, Disadvantaged (3T) Regions of Sanggau Regency, West Kalimantan

Aulia Aulia^{a,1*}, Annisaul Hamidah^{b,2}, Ajeng Dwi Retno Ambar Danastri^{c,3}

^{a,b,c}Faculty of Psychology Universitas Ahmad Dahlan, Yogyakarta

^bFaculty of Psychology Universitas Gadjah Mada, Yogyakarta

*aulia@psy.uad.ac.id; 2annisaul1900013330@webmail.uad.ac.id; 3ajeng1900013298@webmail.uad.ac.id

*Correspondent Author

Abstract

Great challenges and responsibilities in working are assumed to affect the work engagement of teachers who teach in the 3T (Front, Outermost, Disadvantaged) area of Sanggau Regency, West Kalimantan. This study aimed to examine the influence of self-efficacy and love of work on teacher work engagement in the 3T area. The study utilized the correlation method. The population was teachers working in the 3T area of Sanggau Regency, West Kalimantan, across elementary, junior high, senior high, and public and private vocational schools, with a minimum of one year of experience. This study used a *proportional stratified sampling* technique to determine the sample. Data collection instruments included the modified *Utrecht Work Engagement Scale (UWES)*, self-efficacy scale, and love of work scale. Based on data processing using multiple linear regression analysis, the obtained coefficients show that $R=0.644$, $F=151.449$ ($p<0.01$); thus, it can be concluded that self-efficacy and love of work simultaneously influence the teachers' work engagements in the 3T region of Sanggau Regency, West Kalimantan.

Keywords: love of work, self-efficacy, work engagement.

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Introduction

According to Law No. 14 of [2005](#), teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education of the formal education pathways, primary and secondary education. Every teacher has their own challenges at work, one of which is driven by the disparities in education access between developed regions and regions in the frontier, outermost, and disadvantaged regions (3T). Thus, the challenges and work

demands of teachers who teach in 3T areas, one of which is Sanggau Regency, West Kalimantan Province, are considerably high and arduous.

Secondary data obtained from newspapers and social media shows that teachers in the 3T area of Sanggau Regency, West Kalimantan, face various challenges in carrying out their work. Some of these phenomena include 1) Lack of adequate educational facilities and infrastructure; 2) Shortage of educators leading to heavier workload compared to teachers in other regions; 3) Limited access to technology, such as poor internet networks and lack of technological devices (Sudarsono, [2019](#); Yogi, [2020](#); Khair, [2018](#); Septi, [2021](#)). This situation indicates that teachers in Sanggau Regency face significant challenges, resulting in high work demands. Meanwhile, the increased workload will lead to decreased teacher engagement. Corresponding to what is conveyed by Demerouti and Bakker ([2008](#)), high and low work demands will impact individual work engagements.

Work demands encompass physical, psychological, social, and organizational aspects that require continuous physical and psychological efforts related to work and must be fulfilled (Bakker & Demerouti, [2008](#)). According to Anggraini and Mulyana ([2022](#)), work demands refer to the challenges in the work environment that can help individuals develop and enhance their skills but can also act as stressors. Work demands are elements of work that can induce stress; thus, they become an inhibiting factor in increasing work engagement (Christiana *et al.*, [2023](#)). Therefore, when an individual's work demands are high, it will make the individual feel tired faster, both physically and psychologically, potentially diminishing work engagement. Work engagement is a positive state of mind and is fulfilled by work-related matters (Schaufeli *et al.*, [2006](#); De Simone *et al.*, 2018). Work engagement also entails an individual's ability to incorporate what they are currently working on, such as strengths, energy, and willingness, in dedicating their work (Bakker *et al.*, [2011](#); Christensen *et al.*, [2020](#)). Furthermore, according to Schaufeli and Bakker ([2003](#)) work engagement is the positive state experienced by individuals during work, characterized by vigor, dedication, and absorption. *Vigor* is defined as enthusiasm, high mental endurance, and exerting extra effort at work. *Dedication* is a person's pride in investing their time and mind into work. *Absorption* is defined as a person's full concentration until it is difficult to break away from the job.

Work engagement is crucial for teachers in their profession. Teachers with strong work engagements are more likely to reduce *burnout* caused by work demands. This statement is consistent with what Bakker and Demerouti (2007) and Schaufeli and Bakker (2004) conveyed, who demonstrated that high work engagement can mitigate burnout from work demands, leading to higher performance and lower turnover intentions. Then, individuals who have high work engagements will do work with enthusiasm and dedication, immersed in work and involvement, resulting in increased productivity and improved performance. By viewing work as a source of fulfillment rather than a burden, they are more likely to exhibit innovative work behavior (Bakker, 2011; Christense et al., 2020; Ratnaningtyas et al., 2021; Ham & Etikariena, 2021). In addition, individuals with a strong work engagement will also view the difficulties faced as a challenge for themselves, feel passionate about completing work optimally, be enthusiastic when they get new things during work, and enjoy work as well as possible so they don't get bored with their work (Kusumawati et al., 2021; Ramadhany & Mulyana, 2021). Research by Salsabila and Mulyana (2022) also indicates that individuals with work engagements are motivated to overcome obstacles and demonstrate a strong sense of responsibility in completing tasks. Furthermore, a teacher's work engagement can significantly impact the educational process, as it enables them to find purpose in their work, take pride in their organizational affiliation, align with the organization's vision and mission, and willingly take on additional responsibilities beyond their primary duties (Firmansyah et al., 2021; Muchollasho & Mulyana, 2021).

When teachers lack work engagement, they often lose motivation and commitment, leading to a lackluster performance and easily abandon their work. Low job engagement is a workplace phenomenon that can have a negative impact on individual and organizational performance as a whole. Teachers with low work engagements tend to lose motivation and commitment, so they don't live up and easily let go of their work. These assertions align with what Aktouf (1992) conveyed, which is that individuals who do not have work engagements will become the center of problems, losing commitment and motivation at work. This remark is because they fail to fully invest in their tasks, making it easier for them to disengage and ultimately experience turnover (Schaufeli & Bakker, 2003; 2004). Pericak et al. (2020) research has shown that low work engagement is associated with decreased productivity, high *turnover*

rates, lost income, and safety issues. In addition, individuals with low work engagement struggle to concentrate, are less enthusiastic, less caring at work, less productive, and may be more susceptible to anxiety and depression compared to those with high work engagement (Pramudhita & Izzati, [2022](#); Zhu et al., [2023](#)).

Theoretically, numerous factors can influence work engagement. According to Bakker and Demerouti ([2008](#)), one factor that affects work engagement is *personal resources*. *Personal resources* entail positive self-evaluations related to resilience and refer to an individual's feelings about their ability to control and impact the environment according to their desires and skills. Many forms of personal resources affect work engagement, one of which is self-efficacy (Bakker & Demerouti, [2008](#)). Self-efficacy is individuals' belief in their ability to attain specific goals and exert control over their surroundings to achieve desired results (Bandura, [1997](#)). This account is consistent with what Pastorelli et al. ([2001](#)) conveyed, revealing that self-efficacy is a feeling associated with an individual's belief in their ability to complete a task and achieve specific outcomes and the extent to which individuals trust in intimate relationships with colleagues.

Bandura ([1997](#)) posits that self-efficacy consists of three dimensions: *magnitude*, *generality*, and *strength*. Simone et al. (2018) explain that individuals with a high level of self-efficacy can manage the work environment effectively, confront challenges, exert greater effort, maintain motivation at work, and adapt well to the workplace. Similarly, high self-efficacy is also associated with effective problem-solving, resilience in the face of obstacles, and the ability to achieve work outcomes aligned with personal standards (Hikmah et al., [2021](#); Fransisca et al., 2020; Susanti et al., [2020](#)). In other words, self-efficacy can enhance an individual's engagement to work, serving as their strength. This assertion aligns with what Aulia et al. ([2019](#)) conveyed: high confidence in one's capabilities fosters work commitment, enables effective handling of situations, and leads to positive outcomes. In addition, individuals with self-efficacy tend to have high self-confidence through their experiences, thereby increasing their engagement in complex tasks (Chan et al., [2020](#)). Meanwhile, lower confidence in their abilities can also reduce their engagement to their work. This tendency is supported by the results of research conducted by Mandala

and Nurendra (2020), indicating that individuals with low self-efficacy perceive work demands as sources of significant fatigue.

Furthermore, according to Lorente et al. (2014), another form of personal resource is emotional competence, with love being a significant form of emotion. Love is a powerful emotion of affection that signifies a personal connection (Uusiautti & Määttä 2011). The concept of love in this study pertains to love within the work environment. Aulia et al. (2019) define love of work as a positive emotional relationship between individuals and their work that occurs reciprocally, holds profound meaning, and is characterized by sincere sacrifices in carrying out tasks. Workers' love for work can be identified from four dimensions: *zeal*, *closeness*, *loyalty*, and *heartiness*. Love of work entails a sense of affection and devotion towards work that underscores the relationship with responsibility, adherence to regulations, and discipline (Määttä & Uusiautti, 2013). Research conducted by Aulia and Adiono (2021) states that the love of work is a personal resource that contributes significantly to individual work engagement. Aligning with this statement, research conducted by Perwira et al. (2021) also states that love of work has the greatest contribution in influencing work engagement. When individuals love their work, they can find joy in every task, even when faced with challenges and high risks (Hayati et al., 2020). In other words, individuals continue to dedicate themselves to their work despite the potential risks to themselves and their families. In addition, individuals with a strong love for their work exhibit a positive attitude toward their responsibilities, prioritizing them over personal interests, leading to high levels of emotional engagement and job satisfaction (Aulia et al., 2023).

Based on the phenomenon and several relevant theories discussed earlier, it can be seen that self-efficacy and love of work are crucial to increase work engagement. However, previous studies conducted by researchers have not explored the connection between self-efficacy, love of work, and work engagement of teachers who teach in the foremost, outermost, and disadvantaged areas (3T) of Sanggau Regency, West Kalimantan. Research conducted by Mulyani et al. (2020) and Tanurezal & Tumanggor (2020) has primarily focused on work engagement in urban areas such as Jakarta. Therefore, the current research will contribute to explaining the relationship between self-efficacy, love of work, and work engagement

in teachers who teach in the 3T area of Sanggau Regency, West Kalimantan. This research also holds high importance, especially in addressing the challenges and high work demands teachers face in the frontier, outermost, and disadvantaged (3T) areas in Sanggau District, West Kalimantan. Thus, this study aims to examine the effect of self-efficacy and love of work on teacher work engagement in the 3T area of Sanggau Regency, West Kalimantan, which can serve as a valuable reference for enhancing teachers' performance and work motivation in the area. The hope is that the findings of this study will contribute to the advancement of psychological science, particularly in human resource psychology, and broaden teachers' understanding of work engagement concerning self-efficacy and passion for work.

Method

Design

This study used a quantitative approach with a correlation method.

Participants

The participants in this study are teachers working in the 3T area of Sanggau Regency, West Kalimantan, including those in elementary schools, junior high schools, Senior high schools, and public and private vocational schools, with a minimum of one year of experience. The study employed a *proportional stratified sampling technique*, dividing the population into homogeneous groups (strata). The total sample size for this study was 352 teachers in the 3T area of Sanggau Regency, West Kalimantan, with 207 teachers from elementary schools, 115 from junior high schools, 18 from high schools, and 12 from vocational schools. Before participants are involved in this study, they are provided with an informed consent document to read. Once participants agree to the informed consent, they participate voluntarily and may withdraw from the study at any time they wish.

Measuring Instruments

Data collection in this study utilized three scales: the modified *Utrecht Work Engagement Scale (UWES)*,

the self-efficacy scale, and the love of work. The measurement of work engagement employed the *Utrecht Work Engagement Scale* (UWES) modified by Aulia (2018) based on Schaufeli and Bakker (2003). This scale utilized the Likert scale with response options ranging from 0 (strongly disagree) to 4 (strongly agree). Examples of modified items from UWES include "I enjoy this job," "At work, I feel full of energy," and "I am proud of this job." The *modified Utrecht Work Engagement Scale* (UWES) by Aulia (2018) demonstrated that the validity coefficient of an item processed with Aiken's V formula increased from $V=0.611$ to $V=0.889$. Aiken's V formula was applied to evaluate the content validity of items on this scale, ensuring the high relevance of each item to the measured construct. Furthermore, the *Cronbach Alpha* reliability coefficient is $\alpha=0.862$ indicating good internal consistency for this scale. The *Utrecht Work Engagement Scale* (UWES) measuring instrument modified by Aulia (2018) in this study achieved a $\alpha=0.905$ reliability coefficient, indicating excellent reliability.

The self-efficacy scale utilized a similar Likert scale, with response options ranging from 0 (strongly disagree) to 4 (strongly agree). Examples of self-efficacy items included statements like "I believe I can complete a task, even if it feels difficult," "I am capable of completing tasks in any situation," and "With maximum effort, I can complete even difficult tasks." The measurement of self-efficacy employed an instrument compiled by Aulia (2018) based on Bandura's (1997) dimensions of self-efficacy, which encompass *magnitude*, *generality*, and *strength*. This self-efficacy measurement instrument comprised 12 items, each containing four dimensions. The evaluation of the self-efficacy measurement tool conducted by Aulia (2018) using Aiken's V formula resulted in a shift from $V = 0.667$ to $V = 0.889$, while the reliability coefficient calculated through *Alpha Cronbach's* alpha yielded $\alpha = 0.851$, indicating strong internal consistency for this scale. Furthermore, the study revealed an $\alpha=0.96$ reliability coefficient of self-efficacy, demonstrating excellent reliability.

The Love of Work scale also utilizes a similar Likert scale, with response options ranging from 0 (strongly disagree) to 4 (strongly agree). Examples of items from the job love scale include "I do my job happily," "This job aligns with my passion," and "I am willing to sacrifice body and soul for work." The measurement of love of work adopts the love of work scale compiled by Aulia and Adiono (2021) based on the four

dimensions of love of work from Aulia (2019). The measuring instrument compiled by Aulia and Adiono (2021) demonstrates item validity coefficients ranging from $V = 0.675$ to $V = 0.925$, and the reliability coefficient obtained using *Alpha Cronbach* of $\alpha=0.920$ indicates good internal consistency. In this study, the love of work measurement instrument achieved an $\alpha=0.960$ reliability coefficient, demonstrating excellent reliability.

Data Analysis

The study utilized two independent variables and one dependent variable, and the data analysis method employed was multiple linear regression analysis. This technique is used to investigate the linear relationship between multiple independent variables and a dependent variable. The Statistical Product and Service Solutions (SPSS) program used data analysis to test research hypotheses and assumptions, including normality, linearity, and multicollinearity tests.

Result

Based on the demographic data of the study in [Table 1](#), it can be inferred that the research sample is dominated by women, particularly 201 teachers (57.11%). Most elementary school teachers (58.80%) teach in elementary schools. Furthermore, there are more teachers in public schools than in private schools, 281 people (79.82%). The working period is dominated by teachers with a working period of 1-10 years, which is 173 teachers (49.15%). Most teacher education backgrounds were listed as Bachelor, with 299 people (84.94%).



Table 1

Research Demographic Data

Criteria	N	Percentage (%)
Gender		
Male	151	42.89
Female	201	57.11
School		
Elementary	207	58.80
Junior High	115	32.67
Senior High	18	5.21
Vocational	12	3.40
Type of School		
Public	281	79.83
Private	71	20.17
Years of service		
1-10	173	49.15
11-20	106	30.11
21-30	48	13.64
31-40	25	7.10
Educational Background		
Senior High	19	5.40
Diploma 2	1	0.28
Diploma 3	5	1.42
Bachelor	299	84.94
Master	26	7.39
Doctor	2	0.57

Before conducting multiple regression analysis tests, researchers first conduct assumption tests with normality and multicollinearity tests. Based on the normality test using *residual unstandardized* data, it can

be seen that the results obtained at the normality index (KS-Z) are 1.260, and the significant level (p) is 0.084 ($p > 0.05$). This result implies that the regression model in this study has residual values that are normally distributed. Furthermore, the results of the multicollinearity test showed that self-efficacy and love of work had a 0.723 (> 0.1) *tolerance value* and a 1,383 (< 10) VIF value. This value means there is no multicollinearity in both independent variables, self-efficacy and love of work.

This study's multiple regression analysis results obtained a coefficient value of $R = 0.539$ and values = 0.290, $F = 71.322$, and $p = 0.000$ ($p < 0.001$). These findings show a highly significant influence between self-efficacy and love of work on teacher work engagement in the 3T area of Sanggau Regency, West Kalimantan.

Table 2.
Minor Hypothesis Test Results

Variable	β	t	Sig	Remark
Self-efficacy and work engagement	0.285	5.363	0.000	Highly significant
Love of work and work engagement	0.331	6.249	0.000	Highly significant

The results of partial regression tests from each variable in [Table 2](#) show that self-efficacy holds a highly significant influence on teacher work engagement in the 3T area of Sanggau Regency, West Kalimantan, with the acquisition of $\beta=0.285$, $t=5.363$ and $p=0.000$ ($p < 0.001$). Furthermore, love of work significantly influences teacher work engagement in the 3T area of Sanggau Regency, West Kalimantan, with the acquisition of $\beta=0.331$, $t=6.249$, and $p=0.000$ ($p < 0.001$).

Table 3
Categorization of Research Samples Based on Hypothetical Mean

Variable	Categorization	Frequency	Percentage (%)
Work Engagement	High	338	96,0
	Medium	14	4,0
	Low	0	0

Self-efficacy	High	339	96,3
	Medium	12	3,4
	Low	1	3
Love of Work	High	347	98,6
	Medium	5	1,4
	Low	0	0

[Table 3](#) above categorizes research samples based on the hypothetical mean of work engagement, self-efficacy, and love of work from 352 teacher samples in the 3T area of Sanggau Regency. The categorization results inferred that 338 (96%) samples had high-category work engagements, 14 (4%) had a medium category, and no research sample had low work engagements. In addition, 339 (96.3%) research samples had high self-efficacy, 12 (3.4%) research samples had medium category self-efficacy, and 1 (3%) samples had low self-efficacy. Then, 347 (98.6%) research samples had a high love of work, 5 (1.4%) had medium category love of work, and none had a low love of work.

Discussion

This study aims to examine the role of self-efficacy and love of work on teachers' work engagement. The results of multiple regression analyses that have been carried out show that self-efficacy and love of work simultaneously influence the teachers' work engagement teaching in the 3T area of Sanggau Regency, West Kalimantan. Self-efficacy and love of work contributed 29% effectively to work engagement. This analysis means that the remaining 71% effective contribution comes from other variables that were not discussed in this study. The results of this study show that high self-efficacy and a great love for work can make the work engagement of teachers who teach in the 3T area of Sanggau Regency, West Kalimantan, even higher. Vice versa, when they exhibit less self-efficacy and little love for work, teachers' work engagement teaching in the 3T area of Sanggau Regency, West Kalimantan, gets lower.

Partially, the results of this study show that self-efficacy affects the work engagement of teachers who teach in the 3T area of Sanggau Regency, West Kalimantan. This result is evidenced by the self-efficacy

categorization above, where 96.3% of 352 research samples scored high category. In addition, the self-efficacy variable contributed 13.1% effectively to the work engagement variable. This rate proves that self-efficacy variables significantly affect work engagement. The higher the self-efficacy of teachers who teach in the 3T area of Sanggau Regency, West Kalimantan, the higher teachers' work engagement teaching in the 3T area of Sanggau Regency, West Kalimantan. Conversely, the lower the self-efficacy of teachers who teach in the 3T area of Sanggau Regency, West Kalimantan, the lower teachers' work engagement teaching in the 3T area of Sanggau Regency, West Kalimantan.

The findings of this study also support research conducted by Granziera and Perera (2019), which explains that the higher the individual's self-efficacy, the higher the work engagement. Furthermore, Al-Hamdan and Issa (2021) also explained in their research that individual self-efficacy and its subscales have a significant positive relationship with work engagement. Later on, Del Castio et al. (2021) research states that teachers with self-efficacy will have self-confidence regarding the ability and potential to complete certain tasks, affecting their work engagement. Clauss et al. (2020) explained in their research that workers' self-efficacy can help them face high work demands. Similarly, in his study, Liu (2019) concluded that worker self-efficacy directly affects organizational commitment and indirectly affects work engagement through organizational commitment mediators.

The results of this study explain that teachers with self-efficacy will have great confidence to achieve success in educating their students. When teachers feel confident and self-assured in teaching, they will easily manage the environment effectively and confidently can face the difficulties and challenges passed in work. The ability to manage the environment effectively and confidence in facing difficulties by teachers who teach in the 3T area of Sanggau Regency, West Kalimantan, will create a feeling of enthusiasm, perseverance, and perseverance in teaching, responding, and mastering the situation so that it can produce greater effort and increase teacher engagement in work. This assertion is supported by research conducted by Tanurezal and Tumanggor (2020), which found that individuals with high self-efficacy will feel confident that they can succeed and face challenges in life. Individuals with good self-efficacy will perform well when facing difficulties in a task, effectively respond to varied situations, and have

determination and resilience when facing challenges. Consistent with Citrayani *et al.* (2022) research, the higher the self-efficacy possessed, the impact on individual engagement to their work. High self-confidence in the competence to complete tasks despite many obstacles and difficulties and judgments from others about individual abilities and skills can lead to high work engagement. Aulia *et al.* (2022) also reveal that high self-confidence in facing difficulties when carrying out tasks is essential to increase work engagement.

The study's demographic data showed that male teachers obtained a percentage of 43%, and female teachers obtained 57% of the total 100% of the total research sample. This data implies that female teachers tend to possess self-efficacy. This assertion aligns with research by Dewi and Dalimunthe (2022), showing that women's self-efficacy is higher than that of male teachers. Over the past few decades, women have evolved in many ways. One of these revolutions was the high belief that women could get an equal education and achieve the highest ideals. This acclaim is supported by research conducted by Perwitasari (2013), which states that women have a higher experience of success than men. This view will then affect confidence to get even better results.

Other results from this study partially show that love of work affects teachers' work engagement in the 3T area of Sanggau Regency, West Kalimantan. Therefore, the findings of this study explain that teachers who love their work will teach voluntarily, feel comfortable and enthusiastic at work, and feel proud and not burdened by their work, making teachers more attached to their work. This result can be seen from the findings showing that 98.6% of 352 teachers love their work. In addition, the variable of love of work contributed effectively by 15.9% to the variable of work engagement. This result proves that the majority of teachers who are tasked in the 3T area of Sanggau Regency, West Kalimantan, have a love for their work.

Research conducted by Perwira *et al.* (2021) explained that love of work is considered one of the essential factors that can affect individual work engagement because love of work can motivate individuals to give more dedication to their work, leading to heightened work engagement. This assertion is consistent with the research of Aulia and Adiono (2021), which states that when individuals have a great

love for their work, they will feel very passionate, feel close to work and the work environment, have loyalty, and are willing to do tasks sincerely without expecting anything in return for the work they do. The effect of a great love for their work makes individuals bond with work and remain comfortable when working even though they meet high expectation and heavy workload. The findings of this study are also supported by statements from Aulia and Sulisworo (2018), which state that when individuals have a love for their work, these individuals will perform tasks sincerely and willingly sacrifice so that they can give the best of their abilities to complete tasks because they have a sense of engagement to work.

Aulia (2018), based on her research on the army, also stated that the longer individuals work as soldiers, the more pleasure and love they feel for the work will also increase, so no soldier will not love what they do. The results of this study also prove Bygrave's (2011) statement that overall love of work predicts employee welfare and provides enthusiasm for work. Teachers who love work will provide extraordinary energy and totality in work and easily adapt to the environment, situations, and conditions in the teaching institution, making teachers more attached to their work. This point shows that love of work is essential because individual love for their work can increase their work engagement.

The findings of demographic data on the working period in this study were grouped into four, namely 1-10 years of work of 173 teachers, 11-20 years of work of 106 teachers, 21-30 years of work of 48 teachers, and 31-40 years of service of 25 teachers. Teachers with a longer tenure will have more teaching experience, increasing their chances of being more attached to their work. This annotation aligns with Pri and Zamralita's (2018) opinion that an increased working period will increase individual work engagement. The increasing time the individual spends doing the work will make the individual feel attached to his work.

Based on the research results, 71% of factors other than self-efficacy and love of work can affect teacher work engagement in the 3T area of Sanggau Regency, West Kalimantan. This other factor can be an opportunity for future researchers who want to study teachers' work engagements more comprehensively in the 3T area of Sanggau Regency, West Kalimantan. Researchers realize that this study is far from perfect. The limitation of this study is that it was conducted on teachers who teach at all

school levels (elementary, junior high, senior high / vocational school) in the 3T area of Sanggau Regency, West Kalimantan; additionally, it does not consider the teachers' employment status. Therefore, the results of this study have an opportunity for bias, considering the level of teaching difficulty and job status are factors that also affect work engagement. This study is also correlational research that cannot explain causal relationships. Therefore, future research is encouraged to use experimental or longitudinal designs to provide a more in-depth explanation of the dynamics between variables.

Conclusion

This study concluded that, simultaneously, there was a significant influence between self-efficacy and love of work on the work engagement of teachers who are tasked in the 3T area of Sanggau Regency, West Kalimantan. Self-efficacy significantly affects teachers' work engagement in the 3T area of Sanggau Regency, West Kalimantan. The higher the teachers' self-efficacy in teaching, the higher the work engagement of teachers who teach in the 3T area of Sanggau Regency, West Kalimantan at work. Conversely, the lower the self-efficacy possessed by teachers who teach, the lower the work engagement to teachers who teach in the 3T area of Sanggau Regency, West Kalimantan. Furthermore, love of work significantly affects job engagement to teachers who teach in the 3T area of Sanggau Regency, West Kalimantan. The higher the love of work a teacher holds in teaching, the higher the work engagement of teachers who teach in the 3T area of Sanggau Regency, West Kalimantan at work. On the contrary, the lesser the love of work owned by teachers who teach, the lower the work engagement of teachers who teach in the 3T area of Sanggau Regency, West Kalimantan.

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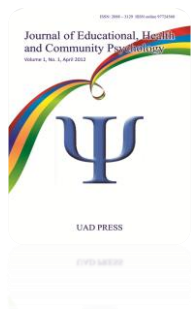
APPENDIX A Utrecht Work Engagement Scale Modification

PETUNJUK "KK"

Dari 18 pernyataan berikut ini adalah hal yang anda rasakan pada diri dan pekerjaan. Bacalah setiap pernyataan secara hati-hati, dan silahkan tulis sesuai dengan yang anda rasakan tentang pekerjaan anda selama ini. Jika anda tidak merasakan sama sekali silahkan tulis '0' di samping pernyataan tersebut. Jika anda merasakan adanya kesesuaian, silahkan anda menuliskan angka (1-4) yang menggambarkan seberapa sering anda mengalami hal tersebut.

TIDAK PERNAH	JARANG	KADANG-KADANG	SERING	SELALU
0	1	2	3	4

1. _____ Di tempat kerja, saya merasa penuh dengan energi.
2. _____ Saya memandang pekerjaan yang saya lakukan penuh dengan makna.
3. _____ Waktu terasa begitu cepat ketika saya bekerja.
4. _____ Pada saat bekerja saya merasa kuat dan penuh semangat
5. _____ Saya antusias dengan pekerjaan yang dilakukan.
6. _____ Saat bekerja, saya seakan lupa hal lain yang ada disekitar.
7. _____ Pekerjaan ini menginspirasi saya.
8. _____ Saat bangun di pagi hari, saya merasa seperti akan pergi bekerja.
9. _____ Saya bangga pada pekerjaan ini.
10. _____ Saya bangga pada pekerjaan ini.
11. _____ Saya terlena dengan pekerjaan ini.
12. _____ Saya bisa terus bekerja untuk waktu yang sangat lama.
13. _____ Bagi saya, pekerjaan ini menantang.
14. _____ Saya menikmati pekerjaan ini.
15. _____ Saya merasa sangat tangguh secara mental dengan pekerjaan ini.
16. _____ Saya merasa tidak dapat melepaskan diri dari pekerjaan ini.
17. _____ Saya tetap bertahan di tempat kerja, bahkan ketika sesuatu terjadi di luar kehendak saya.
18. _____ Pada saat libur, saya merindukan pekerjaan ini.



APPENDIX B
Self-Efficacy Scale

PETUNJUK “ED”

Dari 12 pernyataan berikut ini adalah hal yang anda rasakan pada diri dan pekerjaan. Bacalah setiap pernyataan secara hati-hati, dan silahkan tulis sesuai dengan yang anda rasakan tentang pekerjaan anda selama ini. Jika anda tidak merasakan sama sekali silahkan tulis ‘0’ di samping pernyataan tersebut. Jika anda merasakan indikasi setuju, silahkan anda menuliskan angka (1-4) yang menggambarkan seberapa setuju anda saat merasakan hal tersebut.

SANGAT TIDAK SETUJU	TIDAK SETUJU	NETRAL	SETUJU	SANGAT SETUJU
0	1	2	3	4

1. _____ Saya yakin mampu menyelesaikan tugas, meskipun terasa sulit.
2. _____ Dengan usaha maksimal, saya mampu menyelesaikan tugas yang sulit sekalipun.
3. _____ Di situasi apapun, saya mampu menyelesaikan tugas
4. _____ Meski tantangannya besar, tapi saya yakin mampu menyelesaikan tugas yang diberikan.
5. _____ Kegagalan di masa lalu membuat saya semakin kuat melaksanakan semua tugas yang diberikan.
6. _____ Tugas yang bermacam-macam tidak melemahkan saya untuk mengerjakannya.
7. _____ Sesulit apapun tugas yang diamanahkan, saya kerjakan dengan kemampuan yang saya miliki.
8. _____ Dengan kemauan yang besar, saya yakin dapat menyelesaikan tiap tugas yang diberikan.
9. _____ Dalam kondisi yang tidak menyenangkan pun, saya dapat menyelesaikan tugas dari atasan.
10. _____ Semakin sulit tugas yang diberikan oleh atasan, semakin meyakinkan saya bahwa saya mampu mengembannya.
11. _____ Beratnya tugas yang diemban, namun dengan ketekunan pasti dapat saya selesaikan.
12. _____ Pekerjaan dengan banyak variasi tidak membuat saya kehilangann kemampuan untuk menyelesaikannya.

APPENDIX C
Love of Work Scale

PETUNJUK "LoW"

Dari 20 pernyataan berikut ini adalah hal yang anda rasakan pada diri dan pekerjaan. Bacalah setiap pernyataan secara hati-hati, dan silahkan tulis sesuai dengan yang anda rasakan tentang pekerjaan anda selama ini. Jika anda tidak merasakan sama sekali silahkan tulis '0' di samping pernyataan tersebut. Jika anda merasakan adanya kesesuaian, silahkan anda menuliskan angka (1-4) yang menggambarkan seberapa sering anda merasakan hal tersebut.

TIDAK PERNAH	JARANG	KADANG-KADANG	SERING	SELALU
0	1	2	3	4

1. _____ Saya melakukan pekerjaan dengan senang hati.
2. _____ Pekerjaan ini sudah menjadi bagian dari hidup saya.
3. _____ Saya patuh terhadap semua aturan yang ada di kantor.
4. _____ Saya tidak berhitung untung dan rugi atas apa yang telah dilakukan.
5. _____ Saya menikmati tiap hal yang dikerjakan.
6. _____ Pada saat libur, saya senantiasa merindukan teman-teman kantor.
7. _____ Salah satu bentuk ketaatan saya adalah senantiasa siap menjalankan tugas.
8. _____ Saya tidak pernah mengeluh saat bekerja.
9. _____ Saya mengerjakan tugas dengan penuh penghayatan.
10. _____ Saya merasa hampa saat tidak bekerja.
11. _____ Saya mengerjakan sesuatu sesuai dengan yang diucapkan.
12. _____ Meski pekerjaan ini sulit, namun saya tetap sabar mengerjakannya.
13. _____ Saya melaksanakan pekerjaan dengan perasaan nyaman.
14. _____ Saya measa tidak dapat jauh dari pekerjaan yang biasa dilakukan.
15. _____ Tidak pernah terlintas keinginan untuk meninggalkan pekerjaan ini.
16. _____ Saya memberikan yang terbaik dari yang dimiliki untuk pekerjaan.
17. _____ Pekerjaan ini sudah sesuai dengan passionnya saya.
18. _____ Saya merasa senasib sepenanggungan dengan rekan di lingkungan kerja.
19. _____ Saya rela berkorban jiwa dan raga untuk pekerjaan.
20. _____ Saya tulus memprioritaskan pekerjaan dibandingkan hal lainnya.