



Emotional Intelligence and Work Engagement in Working Mother

Sowanya Ardi Prahara^{1*}, Astuti Wulandari² 

^{1,2} Fakultas of Psychology, Universitas Mercu Buana Yogyakarta, Yogyakarta, Indonesia

ARTICLE INFO

Article history:

Received June 03, 2022

Revised June 05, 2022

Accepted September 20, 2022

Available online October 25, 2022

Kata Kunci:

Emosional, Kecerdasan, Keterikatan Kerja, Ibu Pekerja

Keywords:

Emotional, Intelligence, Work Engagement, Working Mother



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2022 by Author. Published by Universitas Pendidikan Ganesha.

ABSTRAK

Wanita karir yang sudah menikah seringkali menghadapi kendala karena perannya sebagai pekerja dan sebagai ibu rumah tangga. Hal ini disebabkan oleh kognisi dan emosi negatif yang dialami oleh wanita menikah yang dapat menyebabkan penurunan tingkat keterikatan kerja. Sedangkan untuk terlibat penuh dalam pekerjaan individu membutuhkan self-utilization, baik secara kognitif maupun emosional. Penelitian ini bertujuan untuk menganalisis hubungan kecerdasan emosional dengan work engagement pada wanita karir yang sudah menikah. Subyek dalam penelitian ini berjumlah 70 orang yang memiliki karakteristik wanita karir yang sudah menikah, dengan masa kerja minimal satu tahun. Subyek diambil dengan menggunakan metode purposive sampling. Pengumpulan data dalam penelitian ini menggunakan Skala Kecerdasan Emosional dan Skala Keterikatan Kerja. Teknik analisis data yang digunakan adalah korelasi product moment dari Karl Pearson. Berdasarkan hasil analisis data diperoleh koefisien korelasi (R) sebesar 0,479 dengan $p=0,000$ ($p<,0,05$). Hasil ini menunjukkan bahwa terdapat hubungan positif antara kecerdasan emosional dengan work engagement. Untuk menjaga dan meningkatkan kecerdasan emosional bisa dilakukan dengan meditasi, melakukan kegiatan yang menyenangkan, dan refleksi untuk melatih kemampuan memahami diri sendiri dan orang lain

ABSTRACT

Career women often face obstacles due to their roles as workers and as housewives. This is caused by the negative cognitions and emotions experienced by married women which can lead to a decrease in the level of work engagement. Meanwhile, to be fully involved in individual work requires self-utilization, both cognitively and emotionally. This study aims to analyze the relationship between emotional intelligence and work engagement in married career women. Subjects in this study amounted to 70 people who have the characteristics of a career woman who is married, with a minimum of one year of work. Subjects were taken using purposive sampling method. Collecting data in this study using the Emotional Intelligence Scale and Work Engagement Scale. The data analysis technique used is the product moment correlation of Karl Pearson. Based on the results of data analysis obtained a correlation coefficient (R) of 0.479 with $p = 0.000$ ($p <, 0.05$). These results indicate that there is a positive relationship between emotional intelligence and work engagement. To maintain and improve emotional intelligence can be done with meditation, doing fun activities, and reflection to practice the ability to understand yourself and others.

1. INTRODUCTION

The increase in women in the world of work is indeed not a new problem because there has been a lot of clear evidence that women can work well as men and even sometimes women are better than men. Women who work not only to actualize themselves but also to meet economic needs, meanwhile the consequences that must be lived are having a complex role will face life problems in work and family, such as conflicts between work and family roles, reduced time for husband and children (Handayani, 2013; Makboul, 2017). In connection with the conflict experienced, it will have an impact on individual satisfaction, marital satisfaction, and job satisfaction. However, career women are still housewives who are difficult to separate from the family environment, therefore, in pursuing a career, women have heavier burdens and obstacles than their male counterparts because they have to take care of their family and work at the same time. Quite a lot of women are not able to overcome these obstacles even though they have high

enough technical abilities, therefore career women who are already married are expected to be smart in balancing the dual roles they carry out, namely roles in the family and roles in work (Anoraga, 2014; Kusumah et al., 2021).

Based on the point of view of role theory, carrying out several roles at once has the potential for conflict between roles, where each role will have demands that must be fulfilled because if it is not fulfilled it will lead to negative consequences. Previous study stated that performance can be achieved optimally if a person has involvement with his work (Suharianto & Effendy, 2015). When someone feels involved with his work, then that person will feel satisfied with his job, and this is not found in other jobs. On the other hand, if someone feels that they have no involvement with their work, then that person will feel unmotivated, very unenthusiastic, even unable to commit to their work so that carrying out their work is considered as a life requirement and makes the individual unable to feel attached to his work. While work engagement is one of the important factors that are very influential in the world of work to face a tight market because it will relate to the performance of both individuals and companies (A. B. Bakker et al., 2011; Kuntari, 2015). Where in a simple sense engagement is defined as an emotional connection which is high and is felt by employees towards their work which will affect them in their work and give greater effort to their work (Afroz, 2018; Crawley et al., 2015).

Work engagement should be owned by every employee because workers who are not engaged are the center of the problem if they lose motivation and commitment at work, therefore workers are required to be engaged in their work because many positive things can be obtained when workers engaged with his work (A. B. Bakker et al., 2011; Arnold B. Bakker et al., 2022; Schaufeli, 2012). Workers who have high work engagement will show goal-oriented behavior, focus on achieving something, full of enthusiasm, enthusiasm, and pride in what they have done (Ayu et al., 2015; Salanova & Schaufeli, 2008), and vice versa when workers have low work engagement, they will show a lack of care about their work, has difficulty concentrating, lacks enthusiasm, and tends to use work time by doing less productive things. In addition, it can also cause turnover intentions and high employee job burnout (Cahyana & Prahara, 2021; Skaalvik & Skaalvik, 2010). Previous study also explain that workers who have high work engagement have three advantages, firstly, workers become more enthusiastic, so they can produce work resources which will have an impact on completing task performance with better results, both workers will be healthier (Mewengkang & Panggabean, 2016). Both physically and psychologically so that workers can focus more on completing their work, the three workers will channel their work engagement to other workers so that interpersonal relationships can be well established and group performance will be better.

Associated with the ability to control and understand the feelings of oneself and others which leads to the ability to manage emotions is a form of emotional intelligence. Where emotional intelligence is the ability of a person to motivate himself, endure frustration, do not exaggerate pleasure, can control impulses, and be able to regulate moods and keep stress loads from paralyzing (A. B. Bakker, 2011; Putri & Wirawati, 2020; Sulistyanto et al., 2021). Individuals who have high emotional intelligence will have a good influence on their performance, the higher the emotional intelligence of the individual will make the individual able to optimize his work well, which in turn will make the individual able to bond with his work. In line with this, previous research conducted by previous study also said that there was a positive relationship between emotional intelligence and work engagement (Ardiansyah & Sulistiyowati, 2018; Wulandari & Ratnaningsih, 2017).

Individual who has high emotional intelligence tend to be faster in calming themselves down, have higher self-awareness, can relate to other people and are more skilled in focusing attention, so they will be able to complete all burdens work without excessive stress (Gupta et al., 2016; Puspasari, 2009). Emotional intelligence also has a very big influence in achieving career success because emotionally intelligent individuals are more able to work well at work and will be attached to their work (Carmelia et al., 2017; Iskandar et al., 2014). This is because of his ability to establish relationships with other people, easy to get along with, and more enthusiastic in activities that relate to many people. On the other hand, individuals who have low emotional intelligence will face many problems in dealing with other people, find it difficult to adjust and lack enthusiasm in achieving their work goals.

In line with previous study that explains that obstacles in work tend to thwart a person's growth in achieving goals, and can cause negative cognitions and emotions to emerge (Sari & Yulita, 2018). Negative cognitions and emotions can cause a decrease in the level of work engagement, while to be fully involved in an individual's work requires self-utilization, both cognitively and emotionally. However, not all workers have high work engagement, this is due to the many obstacles from work and the environment outside the workplace, and the resources obtained from work have not been able to improve and improve the quality of family life (Susilo & Prahara, 2019; Yuan et al., 2015). Therefore base on the explanation and result of previous study the researcher was interested in conducting this study with aims to analyze the relationship between emotional intelligence and work engagement in married career women.

2. METHOD

This study uses a quantitative approach, the subjects in this study were 70 career women who were married. In this study, researchers took subjects based on the following characteristics: career women who are married or have a family, and have a minimum of one year of work. Taking the subject in this study using purposive sampling technique. The data collection method used in this study used a scale method, which consisted of the Work Engagement Scale compiled by the researcher based on the aspects of vigor, dedication, and absorption, and the Emotional (A. B. Bakker et al., 2011). Intelligence Scale, which compiled by researchers based on aspects of recognizing one's own emotions, managing emotions, motivating oneself, recognizing other people's emotions or empathy, and building relationships (Goleman, 2009).

3. RESULT AND DISCUSSION

Result

The Work Engagement scale consists of 15 items with a discriminatory index ranging from 0.301 to 0.708 with an alpha reliability coefficient of 0.873. Thus the Work Engagement Scale is a reliable measurement. The Emotional Intelligence Scale consists of 25 items with a discriminatory index ranging from 0.301 to 0.708 with an alpha reliability coefficient of 0.923. Thus the Emotional Intelligence Scale is a reliable measurement. Based on these data, it can be concluded that the Work Engagement Scale and Emotional Intelligence Scale are declared valid and reliable, so they are feasible to be used in research.

The findings of the Kolmogorov-Smirnov normality test from the work engagement variable obtained $KS-Z = 0.121$ with $p = 0.012$ and the emotional intelligence variable obtained $KS-Z = 0.131$ with $p = 0.004$. The data shows that the score of work engagement and emotional intelligence variables in working mothers has abnormal data, but if the number of subjects $N = 30$ the sample is called large, if the sample is large enough then the sampling distribution is normally distributed even though the population does not follow a normal distribution. Meanwhile, the results of the linearity test obtained $F = 17,865$ with $p = 0.000$, which means that the relationship between emotional intelligence and work engagement in married career women has a linear relationship. Then the results of the correlation test using product moment analysis (Pearson correlation) obtained a correlation coefficient (r_{xy}) = 0.479 with $p = 0.000$ ($p < 0.050$) means there is a positive correlation between emotional intelligence and work engagement. The higher the emotional intelligence, the higher the work engagement, the lower the emotional intelligence, the lower the work engagement.

The results of this study indicate that there is a significant positive relationship between emotional intelligence and work engagement. This correlation proves that emotional intelligence has an important role in work engagement in career women who are married. The existence of a relationship between emotional intelligence and work engagement means that every aspect of emotional intelligence contributes effectively to work engagement in career women who are married.

Discussion

The results of this study are supported by previous research which said that emotional intelligence affected work engagement, where this was shown by the positive relationship between emotional intelligence and work engagement (Wulandari & Ratnaningsih, 2017). The higher the emotional intelligence, the higher the work engagement, and vice versa, the lower the emotional intelligence, the lower the work engagement. The existence of a relationship between emotional intelligence and work engagement means that every aspect of emotional intelligence contributes to work engagement in career women who are married. Emotional intelligence is the ability of a person to control emotions and rationally simultaneously with the right conditions, motivate oneself, survive in the face of frustration, do not exaggerate pleasure, can control impulses, and be able to regulate moods, and keep stress loads from being stressful. paralyze the ability to think and pray.

According to Previous study emotional intelligence is the ability of a person to motivate himself, endure frustration, do not exaggerate pleasures, can control impulses, and be able to regulate moods and keep stress loads from paralyzing the ability to think and pray (Goleman, 2009). Other study also explain that individuals who have high emotional intelligence will tend to be faster in calming themselves down, have self-awareness, are more skilled in focusing attention, are better at dealing with others, and are more proficient in understanding people (Carmelia et al., 2017). So that they will be able to complete their entire workload without excessive stress. When individuals have high emotional intelligence, the individual will be able to bond with their work. In line with this previous study also emphasized that individuals who have high emotional intelligence will have a good influence on their performance, the higher the emotional intelligence of the individual, the more capable the individual will be to optimize his work, which in turn will make the individual able to be bound by his work (Ardiansyah & Sulistiyowati, 2018). Individuals who

are bound by their work will work with enthusiasm, feel time passes quickly while working, and have high dedication to their work (Nugroho et al., 2013; Yang & Treadway, 2018).

The aspect of recognizing emotions is the ability that individuals have in terms of recognizing or identifying feelings when those feelings occur (Pogere et al., 2019; Syed et al., 2005) (Goleman, 2009). When individuals have a high ability to recognize their own emotions, they will have more sensitivity to feelings or emotions that will influence them in making decisions. Knowing all their weaknesses so they can improve them and understand their strengths so that they can optimize their work, and will always be enthusiastic, energetic, enthusiastic, and give more effort in carrying out work to achieve goals, where these characteristics are characteristics of engaged individuals (Rohmah, 2018; Santoso, 2012).

The aspect of managing emotions is defined as the ability of individuals to express feelings or emotions that are felt so that these feelings can be expressed appropriately and appropriately. With the ability to manage emotions well, individuals will be able to bring out positive emotions from within themselves (Lai et al., 2021; Sumiyarsih et al., 2012). Individuals who can manage emotions well will feel happy at work, by feeling happy and comfortable at work, the individual will feel more attached to work. This is also corroborated by the results of research which shows that workers who are satisfied with their work will have a higher level of work engagement (Prahara & Halias, 2019).

Aspects of self-motivation, namely individuals can become motivators for themselves and others so that in doing any work they will be done productively and effectively, have the urge to be better, or meet the standards of success. Individuals who can motivate themselves will tend to be much more productive and effective in doing anything including work (Manizar, 2016; Sumiyarsih et al., 2012). When individuals can create motivation within themselves, the individual will be able to work well, and having high motivation will be able to increase satisfaction in himself, be more motivated to excel at his work, be committed to his group and organization and have initiative and high optimism towards his work. When an individual has self-motivation related to work, the individual will try to achieve it and will contribute and be dedicated to increasing his emotional attachment to his work and organization (Çetin & Aşkun, 2018; Kusumah et al., 2021; Man & Hadi, 2013).

Aspects of empathy or recognizing other people's emotions, namely the ability to feel what other people feel, able to understand the feelings of others, able to foster a relationship of mutual trust, and able to balance oneself with others, awareness of needs and interests of others. Individuals who can empathize will be able to catch hidden social signals so that they will be able to accept the perspectives and thoughts of others and be sensitive to the feelings of others (Manizar, 2016; Sari & Yulita, 2018). Aspects of fostering relationships, namely the circumstances in which individuals can establish relationships with other individuals to support success. Individuals who can build relationships with other people will be able to communicate and even negotiate in solving a problem, create synergies in groups, and can work well together to achieve common goals. In organizations, the ability to build relationships has an important role to create ease and smooth implementation of the duties of each individual and each unit with the awareness of each individual or unit will create a spirit of mutual assistance (Ernawati & Ambarini, 2010; Schaufeli, 2012).

The implications of this study provide an overview related to Emotional Intelligence and Work Engagement in Working Mothers. This study provides an awareness of mother work situations that have not been extensively researched before. This research can be a reference and reference in cases that occur in the community. However, this research still has limitations. The limitations of this study are still very limited to data collectors who only use the scale method so that they are still very limited in the data obtained. Future researchers, can learn and improve this and researchers also provide recommendations to consider other factors that influence job involvement such as job demands, personal resources, adaptability, achievement orientation, interest in work, emotional maturity, positive disposition and self-efficacy to be explored more deeply.

4. CONCLUSION

Based on the results of research and discussion, it can be concluded that there is a positive relationship between emotional intelligence and work engagement in working mothers. In general to maintain and increase work engagement for working mothers is by increasing their emotional intelligence. In order to maintain and improve emotional intelligence by doing meditation, doing fun activities, and reflecting to practice the ability to understand yourself and others.

5. REFERENCES

Afroz, N. N. (2018). Effects of Training on Employee Performance : A Study on Banking Sector, Tangail

- Bangladesh. *Global Journal of Economic and Business*, 4(1), 111-124. <https://doi.org/10.12816/0048158>.
- Anoraga, P. (2014). *Psikologi kerja*. PT. Rineka Cipta.
- Ardiansyah, Y., & Sulistiyowati, L. H. (2018). Pengaruh kompetensi dan kecerdasan emosional terhadap kinerja pegawai. *Jurnal Inspirasi Bisnis Dan Manajemen*, 2(1), 91-100. <https://doi.org/https://doi.org/10.33603/jibm.v2i1.1064>.
- Ayu, D. R., Maarif, S., & Sukmawati, A. (2015). Pengaruh job demands job resources dan personal resources terhadap work engagement. *Jurnal Aplikasi Bisnis Dan Manajemen*, 1(1), 12-22. <https://doi.org/https://doi.org/10.17358/jabm.1.1.12>.
- Bakker, A. B. (2011). An evidence-based model of work engagement. *Current Directions in Psychological Science*, 20(4), 265-269. <https://doi.org/10.1177/0963721411414534>.
- Bakker, A. B., Albrecht, S. L., & Leiter, M. P. (2011). Work engagement: Further reflections on the state of play. *European Journal of Work and Organizational Psychology*, 200(1), 74-88. <https://doi.org/10.1080/1359432X.2010.546711>.
- Bakker, Arnold B., Hetland, J., Kjellefold Olsen, O., & Espevik, R. (2022). Daily transformational leadership: A source of inspiration for follower performance? *European Management Journal*, 40(4), 1-9. <https://doi.org/10.1016/j.emj.2022.04.004>.
- Cahyana, K. S., & Prahara, S. A. (2021). Work engagement dengan intensi turnover pada karyawan. *Intuisi: Jurnal Psikologi Ilmiah*, 12(3), 285-294. <https://journal.unnes.ac.id/nju/index.php/INTUISI/article/view/24073>.
- Carmelia, T., Tiatri, S., & Wijaya, E. (2017). Akademik dengan job performance pada mahasiswa aktif organisasi kemahasiswaan. *Humaniora*, 1(2), 187-197. <https://doi.org/10.24912/jmishumsen.v1i2.918>.
- Çetin, F., & Aşkun, D. (2018). The effect of occupational self-efficacy on work performance through intrinsic work motivation. *Management Research Review*, 41(2), 186-201. <https://doi.org/10.1108/MRR-03-2017-0062>.
- Crawley, D. C., Maher, J. K., & Blake-Beard, S. (2015). She's already busy: An exploratory study of women's workplace attitudes as predictors of organizational citizenship behavior. *Gender in Management*, 30(4), 286-311. <https://doi.org/10.1108/GM-04-2014-0033>.
- Ernawati, & Ambarini. (2010). Pengaruh hubungan kerja dan lingkungan kerja terhadap kinerja pegawai dengan motivasi kerja sebagai variabel moderating. *Ekonomi Dan Kewirausahaan*, 10(2), 109-118. <https://www.neliti.com/publications/23407>.
- Goleman, D. (2009). *Kecerdasan emosional : Mengapa EI lebih penting daripada IQ*. PT. Sun.
- Gupta, G. K., Rani, S., & Kumar, R. (2016). Analysis of management of supracondylar femur fracture by locking compression plate. *International Journal of Orthopaedics Sciences*, 2(4), 218-222. <http://www.orthopaper.com/archives/2016/vol2issue4/PartD/2-4-33-850.pdf>.
- Handayani, A. (2013). Keseimbangan kerja keluarga pada perempuan bekerja: Tinjauan teori border. *Buletin Psikologi Universitas Gadjah Mada. Fakultas Psikologi*, 21(2), 90-101. <https://doi.org/https://doi.org/10.22146/bpsi.7373>.
- Iskandar, D., Ambarita, A., & Sowiyah, S. (2014). Pengaruh kecerdasan emosional dan motivasi berprestasi terhadap kinerja guru. *Jurnal Manajemen Mutu Pendidikan*, 2(3). <http://jurnal.fkip.unila.ac.id/index.php/JMMP/article/viewFile/6230/3864>.
- Kuntari, C. M. I. S. R. (2015). Hubungan work-family enrichment dengan work engagement pada perawat wanita. *Psikologi Ulayat*, 2(1), 407-417. <https://doi.org/10.24854/jpu32>.
- Kusumah, A. I., Haryadi, A. I., Indrayanto, A., & Setiawan, I. (2021). A mediating and moderating role on employee performance appraisal. *Management Research Review*, 44(12), 1639-1659. <https://doi.org/10.1108/MRR-11-2020-0701>.
- Lai, C.-S., Au, K.-M., & Low, C.-S. (2021). Beyond Conventional Classroom Learning: Linking Emotions and Self-Efficacy to Academic Achievement and Satisfaction with Online Learning during the COVID-19 Pandemic. *Journal of Education and E-Learning Research*, 8(4). <https://doi.org/10.20448/journal.509.2021.84.367.374>.
- Makboul, L. (2017). Beyond Preaching Women: Saudi Dāiyāt and Their Engagement in the Public Sphere. *Welt Des Islams*, 57(3-4), 303-328. <https://doi.org/10.1163/15700607-05734P03>.
- Man, G. S., & Hadi, C. (2013). Hubungan antara perceived organizational support dengan work engagement pada guru SMA swasta di Surabaya. *Jurnal Psikologi Industri Dan Organisasi*, 2(2), 90-99. [https://doi.org/https://doi.org/10.1002/\(SICI\)1097-0029](https://doi.org/https://doi.org/10.1002/(SICI)1097-0029).
- Manizar, E. (2016). Mengelola kecerdasan emosi. *Tadrib: Jurnal Pendidikan Agama Islam*, 2(2), 198-213. <http://jurnal.radenfatah.ac.id/index.php/Tadrib/article/view/1168>.
- Mewengkang, M., & Panggabean, H. (2016). Work engagement karyawan MSN terhadap implementasi data

- analisis SDM. *Jurnal Ilmiah Psikologi MANASA*, 5(1), 1–14. <http://ejournal.atmajaya.ac.id/index.php/Manasa/article/view/182>.
- Nugroho, D. A. S., Mujiasih, E., & Prihatsanti, U. (2013). Hubungan antara psychological capital dengan work engagement pada karyawan PT Bank Mega regional area Semarang. *Psikologi Psikologi Universitas Diponegoro*, 12(2). <https://doi.org/10.14710/jpu.12.2.192-202>.
- Pogere, E. F., López-Sangil, M. C., García-Señorán, M. M., & González, A. (2019). Teachers' job stressors and coping strategies: Their structural relationships with emotional exhaustion and autonomy support. *Teaching and Teacher Education*, 85, 269–280. <https://doi.org/10.1016/j.tate.2019.07.001>.
- Prahara, S. A., & Halias, D. S. (2019). Kepuasan kerja dengan employee engagement pada driver ojek online. *Psyche 165 Journal*, 5(2), 108–116. <https://doi.org/10.35134/jpsy165.v13i1.62>.
- Puspasari, A. (2009). *Emotional intelligent parenting*. PT. Elex Media Lomputindo.
- Putri, I. G. A. M. A. D., & Wirawati, N. G. P. (2020). Influence of Intellectual/Emotional/Spiritual Intelligence, Independence, and Tri Hita Karana on Auditor Performance. *Jurnal Ilmiah Akuntansi Dan Bisnis*, 15(1), 85. <https://doi.org/10.24843/jiab.2020.v15.i01.p08>.
- Rohmah, N. (2018). Integrasi kecerdasan intelektual (IQ), kecerdasan emosi (EQ) dan kecerdasan spiritual (SQ) dalam meningkatkan etos kerja. *Tarbiyatuna: Jurnal Pendidikan Ilmiah*, 3(2), 77–102. <http://ejournal.kopertais4.or.id/mataraman/index.php/tarbiyatuna/article/view/3525>.
- Salanova, M., & Schaufeli, W. B. (2008). Job resources, engagement and proactive behaviour. *International Journal of Human Resource Management*, 19, 116–131. <https://doi.org/10.1080/09585190701763982>.
- Santoso, J. E. (2012). *Good ethos : 7 etos kerja terbaik dan mulia*. PT. Alek Media Komputindo.
- Sari, T., & Yulita, H. (2018). Keterikatan karyawan dipengaruhi oleh kecerdasan emosional dan modal psikologis(studi empiris : PT. Fajar Lestari Sejati, Jakarta). *National Conference of Creative Industry*, 5(6), 640–655. <https://doi.org/https://doi.org/10.30813/ncci.v0i0.1270>.
- Schaufeli, W. (2012). Work engagement what do we know and where do we go? *Romanian Journal of Applied Psychology*, 14(1), 3–10. <https://lirias.kuleuven.be/retrieve/307310>.
- Skaalvik, E. M., & Skaalvik, S. (2010). Teacher Self-Efficacy And Teacher Burnout: A Study Of Relations. *Teaching and Teacher Education*, 26(4), 1059–1069. <https://doi.org/10.1016/j.tate.2009.11.001>.
- Suharianto, & Effendy, N. (2015). Pengaruh psychological capital terhadap work engagement pada dosen di Universitas Katolik Widya mMandala Surabaya. *Jurnal Experientia*, 3(2), 23–34. <https://doi.org/10.33508/exp.v3i2.905>.
- Sulistiyanto, S., Mutohhari, F., Kurniawan, A., & Ratnawati, D. (2021). Kebutuhan Kompetensi Dalam Pasar Tenaga Kerja Di Era Revolusi Industri 4.0 Bagi Siswa SMK. *Jurnal Taman Vokasi*, 9(1), 25–35. <https://doi.org/10.30738/jtv.v9i1.7742>.
- Sumiyarsih, W., Mujiasih, E., & Ariati, J. (2012). Hubungan antara kecerdasan emosional dengan organizational citizenship behavior (ocb) pada karyawan CV. Aneka Ilmu Semarang. *Jurnal Psikologi Universitas Diponegoro*, 11(19–27). http://digilib.mercubuana.ac.id/manager/t!@file_artikel_abstrak/Isi_Artikel_990753452852.pdf.
- Susilo, D. F. Z., & Prahara, S. A. (2019). Work-family enrichment dan work engagement pada karyawan yang sudah menikah. *Jurnal Mediapsi*, 5(2), 108–116. <https://scholar.archive.org/work/quytdbc2hzbcthuuh6yan3why/access>.
- Syed, J., Ali, F., & Winstanley, D. (2005). In pursuit of modesty: Contextual emotional labour and the dilemma for working women in Islamic societies. *International Journal of Work, Organisation and Emotion*, 1, 150–167. <https://doi.org/10.1504/IJWOE.2005.008819>.
- Wulandari, E., & Ratnaningsih, I. Z. (2017). Keterikatan kerja pada guru sekolah menengah atas negeri berakreditasi A di kecamatan Ngaliyan. *Empati*, 6(1), 133–138. <https://doi.org/10.14710/empati.2017.15173>.
- Yang, J., & Treadway, D. C. (2018). A social influence interpretation of workplace ostracism and counterproductive work behavior. *Journal of Business Ethics*, 148(4), 879–891. <https://doi.org/10.1007/s10551-015-2912-x>.
- Yuan, Z., Li, Y., & Tetrick, L. (2015). Job hindrances, job resources, and safety performance: The mediating role of job engagement. *Applied Ergonomics*, 51, 163–171. <https://doi.org/10.1016/j.apergo.2015.04.021>.