Exploring the Impact of Mindfulness on Work Engagement in the Education Sector

Nida Hasanati[1], Shabiq Azizatul Anisa[2]

[1] Universitas Muhammadiyah Malang, Malang, Indonesia; nida3105@gmail.com
[2] Universitas Muhammadiyah Malang, Malang, Indonesia; shabiqanisa@gmail.com

ARTICLE INFO	ABSTRACT

The study seeks to explore the influence of mindfulness on work engagement by examining the concept of meaningfulness in the working environment in the education sector. The research intends to benefit the field of organisational psychology and can be a significant resource for businesses seeking to manage human resources using a positive psychology approach. This study employs a quantitative technique with a non-experimental research design, specifically focusing on correlational research. This study focuses on human resources specialists employed in the education field. Quota sampling is the method used for the sample. Also, subjects were chosen from teachers at all levels, from elementary to high school, with as many topics as possible coming from 150 teachers. The Mindful Attention Awareness Scale (MAAS), the Utrecht Work Engagement Scale (UWES), and the Work and Meaning Inventory (WAMI) scale are the three types of study tools that have been shown to be valid and reliable. A study of 150 East Java teachers found that mindfulness significantly negatively affected work participation through meaningful mediation. This effect was 47.8%. When the teacher's mindfulness is low, work engagement will be high; when it's high, mindfulness will be low, and work engagement will be high. There are a lot of things that can change the effects of these three variables. Some of these are teacher welfare, which includes benefits, salary, job security, and teaching experience, linked to the number of years worked as a teacher.

Corresponding Author:
Nida Hasanati
Universitas Muhammadiyah Malang, Malang, Indonesia; nida3105@gmail.com

1. INTRODUCTION

Collaboration among employees is required for education institutions and organisations to successfully develop and accomplish shared objectives. Recognising the significance of the bond between employees and their work is crucial for both the company's objectives and the personal aspirations of the employees (Aggarwal et al., 2020). In a study conducted by Mufarrikhah et al. (2020), it was highlighted that employee involvement, specifically work engagement, plays a crucial role in driving a company's progress. The researchers emphasized the significance of employees feeling connected to their job or position. This connection can result in higher levels of productivity, enhanced creativity, and overall job satisfaction, which can be advantageous for both the employee and the organization. Thus, cultivating a

robust bond between employees and their work is essential for attaining success in any institution or organization.

Engagement can be understood as behavior that produces positive situations and high motivation, thereby creating dedication and good focus by employees on the work they do (Bakker & Albrecht, 2018). According to Sukoco et al. (2021), work engagement is shown by the outcome of employees who have focus and concentration in the high category, even though the work they have is classified as difficult. Positive things implemented by employees with high work engagement will be able to increase the company's success.

Work engagement is known to be influenced by changes in employee conditions, which are related to time and existing situations (Bakker & Albrecht, 2018). Research by Najla & Prakoso (2022) shows that measuring work engagement among 31 sales employees at a state-owned bank had high results, namely 96.7%. Borst, et al., (2020) stated that work engagement has a positive influence on employee performance and is directly related to the quality of service provided by employees in the public sector. If these employees engage well in work, they will be able to improve the quality of services provided so that consumer satisfaction will increase.

Conversely, a study conducted by Mulyati et al. (2019) revealed that 31.76% of the research participants exhibited low work engagement. This then impacts the decrease in employee contributions to the company. Conversely, this study indicates that engaging in meaningful work positively impacts employees' work engagement. When employees engage in meaningful work, their involvement in the firm increases due to their active mental, physical, and emotional commitment. This condition is impacted by vigour, absorption, and devotion, which are components of work engagement (Kaur & Mittal, 2020). Organizations should prioritize offering chances for employees to derive meaning from their work to enhance their engagement and contribution. When employees feel a strong sense of purpose and worth in their roles, they are more likely to be motivated and dedicated to their work, resulting in enhanced performance and outcomes for the organisation.

Furthermore, work engagement is also related to employee mindfulness. The research results of Wiroko & Evanytha (2019) show that with mindfulness, work engagement will increase because employees will become more focused and less easily distracted by disturbing stimuli. So that work targets will be easier to achieve. This statement is in line with the results of research by Atkins (2015), which found that mindfulness training has a significant impact on work engagement, as well as the well-being and performance of the research subjects. The training has proven to be more effective than other leadership or career development programs. Thus, increasing mindfulness will increase work engagement, which will have an effect on improving performance.

Gunasekara & Zheng (2019) stated that one of the factors in the formation of work engagement is the presence of mindfulness possessed by employees so that employees can develop various abilities to overcome challenges that exist in the workplace. The abilities in question include resilience, understanding the emotional conditions of co-workers, and the ability to control personal emotions. Apart from that, employees who have high levels of mindfulness will also be able to identify and develop solutions to conflicts that occur in the workplace (Wiroko & Evanytha, 2019).

In addition to studying the impact of mindfulness on work engagement, researchers explore the relationship between meaningfulness at work and mindfulness as a mediator for work engagement. According to a study by Both-Nwabuwe (2017), the concept of meaningful work can be seen as the personal perception of how well an employee's skills and interests align with their job. In a study conducted by Kaur & Mittal (2020), it was found that the significance of work has a significant impact of 43.7% on employee engagement. These findings align with previous research in the field. Therefore, gaining insights into how mindfulness can enhance meaningfulness at work may offer valuable information for organizations seeking to enhance employee engagement. Through an examination of the connection between mindfulness, meaningfulness, and work engagement, experts strive to gain a holistic understanding of the elements that enhance employee well-being and productivity.

Given the differences in research results that have been carried out by previous researchers, especially in the results of research on work engagement in employees, this research will be conducted to determine meaningfulness at work as a mediating influence of mindfulness on work engagement in employees. The hypothesis in this research is that there is an influence of mindfulness on work engagement, where the higher the mindfulness, the higher the work engagement will be. Apart from that, the existence of a mediating variable, namely meaningful at work, will have a positive influence, namely increasing work engagement among employees.

The three variables examined in this research are essential for employees to have for long-term sustainability and achieving company goals (Mulyati et al.; Wiroko & Evanytha, 2019). It is important to know the effect of mindfulness on work engagement in employees, by involving meaningful at work as mediation in order to update research that has been conducted previously. In previous research by Mulyati et al. (2019) only discusses the variable work engagement with meaningful at work as a mediator. Research by Wiroko & Evanytha (2019) discusses mindfulness and work engagement among generation Y employees, and research by Kaur & Mittal (2020) discusses meaningful at-work and work engagement among employees in India. Thus, it is hoped that this research will be able to provide concrete data regarding the conditions of employees working specifically in Indonesia, based on research that focuses on the three variables directly.

Work engagement, according to Schaufeli (2012), is the antithesis of burnout. According to this definition, employees experience a sense of enthusiasm and positive challenge as a result of the presence of positive energy. Participants in work engagement will exhibit high levels of energy, enthusiasm, and involvement in all tasks pertaining to their job, according to a similar claim made by Bakker and Albrecht (2018). Productivity, contentment in one's work, and health can all improve when one adopts this optimistic outlook. Emotional tiredness, cynicism, and diminished professional efficacy are hallmarks of burnout, on the other hand.

The behavior shown by employees with good work engagement cannot be separated from aspects that greatly influence their work life. Kodden (2020) explains that work engagement is divided into three aspects, namely vigour, dedication, and absorption. Schaufeli (2012) explains in more detail the aspect of vigour which is characterized by the condition of employees who have high energy and enthusiasm, including resilience and the desire to put more effort into the work they have. In the aspect of vigour, it is also known that employees will tend to be more diligent or persistent in facing existing difficulties. The dedication aspect is explained as deep employee involvement in work which includes experiences of a sense of involvement, enthusiasm, inspiration, pride and challenge. According to this aspect, employees will do their best in all the tasks they have because of the feeling of pride that arises in them as a result of their work engagement (Novrandy & Tanuwijaya, 2022). In the third aspect, namely appreciation (absorption), employees will tend to concentrate more and be actively involved in their work. So you will feel that time passes quickly and the employee finds it difficult to disengage from the work he is doing.

Brown & Ryan (2003) define mindfulness as a form of self-awareness which is believed to be able to improve individual well-being. Mindfulness includes clarity of perception regarding an individual's emotional state. In the scope of work, especially in the field of industrial and organizational psychology, mindfulness is believed to have equivalent relevance (Pattnaik & Jena, 2020). Employees who implement mindfulness will be able to show full attention to the current situation and be able to reflect on appropriate actions for the future. Mindfulness at work or full awareness in the workplace is believed to be able to improve employees' personal well-being and increase professional effectiveness in their work.

Gunasekara & Zheng (2019) stated that mindfulness at work is divided into four main aspects, namely awareness of experience, ability to regulate attention, an orientation to present experience, and an attitude of acceptance or non-judgment towards the present experience. The first aspect is a condition where the individual is aware of the experiences and situations that are occurring at this time. Furthermore, the aspect of attention or attention means that individuals develop attention and communication between themselves and the environment at work. In the aspect of orientation to present experience , it means that the individual will focus and be involved in the current situation, and his

thoughts will not drift to things that are less relevant to the situation experienced at work. The last aspect is related to acceptance of reality, as well as an attitude of curiosity and openness regarding current work experiences.

Meaningful at work is a positive psychological condition for employees who believe that they have an important contribution to their work in order to achieve the main goal (Mulyati et al., 2019). This statement is in line with Both-Nwabuwe (2017) who explains the same thing, that meaningfulness in work can be concluded as part of the welfare of employees' lives which will continue to develop over time. This understanding includes the meaning of individuals' subjective experiences of the significance or purpose of the work they have.

Both-Nwabuwe (2017) divide the meaningful at work aspect into three aspects, namely meaning-making, greater good, and positive meaning at work. Pratiwi et al., (2021) explain in more detail that the aspect of meaningful making through work is meaningful when the work held by employees is able to provide benefits to their lives, such as helping to describe the direction of life more broadly. Furthermore, the aspect of greater good motivation means the good influence that employees have on their work, being able to have a good influence on other people as well. So that the positive things that result can be felt by many people. And in the aspect of positive meaning in work, it is related to the individual's experience of work and conditions in the workplace, which can be reflected back and bring significant and positive results for oneself.

Mindfulness at work or full awareness in the workplace is believed to be able to improve employees' personal well-being and increase professional effectiveness in their work. The three aspects of mindfulness, namely awareness of experiences, attention and orientation to existing experiences, cause individuals not to be distracted by things that are not relevant to the work situation so that individuals can appreciate and find meaning in their work, as found by Morrow and Conger (2018) who found that there was an influence of mindfulness on meaningfulness at work.

The relationship between meaningfulness and work engagement is explained by Steger & Dick (2010), that when an individual's fundamental needs to have meaningful work fulfilled then it is very logical that this has an impact positive towards their involvement in work. Meaningful work becomes job resources _ because meaningful work stimulates a sense of comprehension, namely understanding about a person's role in the organization and hence produce a positive impact on work engagement. Meanwhile, Kaul and Mittal (2020) also explained the important role of meaningfulness in work engagement. Employees who experience higher levels of meaningfulness workers are expected to engage in 'extra-role' behavior willingly. This employee is competent enough to perceive their work as having purpose and focus, that perception giving them a sense of ownership and responsibility whatever they do. They work as very important consider themselves an important part of the organization and demonstrate constructive behavior by engaging self in organizational activities (Kaur & Mittal , 2020) .

The aim of the research is to determine the effect of mindfulness on work engagement, which is mediated by meaningfulness at work in the education field. It is hoped that the research will be useful for the scientific field of organizational psychology and can be used as a consideration for related organizations in managing human resources from a positive psychology perspective. The hypothesis in this research is that there is an influence of mindfulness on work engagement, where the higher the mindfulness, the higher the work engagement will be. Apart from that , meaningful work can mediate the positive influence of mindfulness on work engagement in employees or educators.

2. METHODS

This research uses a quantitative approach with a non-experimental research design, and is a type of correlational research. The variables involved are mindfulness as the independent variable, meaningful work as the mediator variable and work engagement as the dependent variable.

The subject of this research is human resources working in the education sector, because of the importance of their role in forming strong and quality human resources, it is very important to have high work engagement. The sampling technique used is quota sampling, so the sample size is determined first,

and then subjects who are willing and meet the criteria are taken until the specified quota number has been met (Sugiyono, 2013) . Furthermore, subjects were taken from the teaching profession from elementary to upper education levels, with as many subjects as possible 15 0 teachers.

There are 3 types of research instruments used which have been tested as valid and reliable, namely the Mindful Attention Awareness Scale (MAAS) to measure mindfulness variables which is an adaptation of Brown & Ryan's (2003) scale by Anindita & Etikariena (2020) consists of 15 statement items with a unidimensional construct which includes cognitive, emotional and physical domains. Utrecht Work Engagement Scale (UWES) adaptation by Kristiana, et al., (2019) based on Schaufeli & Bakker's (2004) theory, which consists of 9 items. This scale is divided into three aspects, namely vigor, dedication, and absorption. Next, The Work and Meaning Inventory (WAMI) scale (Steger, et al., 2012) to find out meaningful at work in research subjects with 10 statement items based on three aspects of positive meaning, meaning-making through work, and greater good motivation. Meanwhile, the analysis technique that will be used to test the hypothesis is the regression analysis technique with mediation using SPSS version 25 software.

3. FINDINGS AND DISCUSSION

3.1 Findings

Specifically, the sample in this study consisted of teachers who taught elementary to high school or equivalent and were located in East Java. The research description is as follows:

Table 1. Research Description

Characteristics	Frequency	Percentage
Gender		
1. Man	41	27%
2. Woman	109	73%
Last education		
1. High School/Equivalent	5	3%
2. Diploma	4	3%
3. Bachelor	133	89%
4. Masters	8	5%
Age (Years)		
1. 18-30	101	67 %
2. 31-40	32	21 %
3. 41-50	13	9 %
4. 51-60	4	3%
Working time		
1. 1-10	128	85 %
2. 11-20	15	10 %
3. 21-30	4	3 %
4. 31-40	3	2 %
Salary (Months)		

1.	< 1.5 million	62	41%
2.	1.5 – 3 million	62	41%
3.	< 3 million	26	18%

Employment status

1.	Civil servants	29	19%
2.	PPPK	20	13%
3.	Honorary staff	80	53%
4.	Non-Permanent Teacher (GTT)	3	2%
5.	Foundation Permanent Teacher (GTY)	16	11%
6.	Foundation Non-Permanent Teacher (GTTY)	2	2%

Type of School

1.	elementary school	66	44%
	school	34	23%
2.	JUNIOR	27	18%
	HIGH	21	14%
	SCHOOL	2	1%
3.	SENIOR HIGH SCHOOL		
4.	vocational school		
5.	M.A		

School Status

1.Country		82	54%
2.Private		67	45%
3.International		1	1%

Table 2. Description of Research Data

Variable	Category	Frequency	Percentage
Mindfulness	Low	72	48%
	Currently	69	46%
	High	9	6%
Meaningful Work	Low	1	7%
	Currently	18	12%
	High	131	87%
Work Engagement	Low	8	5%
	Currently	37	25%
	High	105	70%

Of variables uses Standard Deviation (DS) and average (M) calculations (Azwar, 2012). The Standard Deviation (DS) for the *mindfulness variable* is known to be 12.5, the *meaningful* work variable is 5, and the *work engagement variable* is 9. Regarding the average, the results obtained for the *m indfulness variable* are 52.5, the *meaningful work variable* is 25, and at the *work engagement* variable was 27.

Furthermore, by categorizing the variables through the results of the analysis, the data showed that in the mindfulness variable , *the* majority of subjects were in the low category at 48%. In the *meaningful work variable* , the majority of subjects are in the high category, namely 87%. Meanwhile, the majority of subjects in the *work engagement variable* were classified as high, namely 70%.

Table 3. The influence and contribution of mindfulness to meaningful work

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R Square
		B	Std. Error	Beta			
1	(Constant)	39.835	1.006		39.613	.000	
	Mindfulness	-.128	.023	-.423	-5.676	.000	.179

a.   Dependent Variable: Meaningful Work

Table 4. Influence and contribution of mindfulness and meaningful work on work engagement

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R Square
		B	Std. Error	Beta			
1	(Constant)	-1.339	7.269			.854	
	Mindfulness	-.207	.053	-.257	-3.910	.000	
	Meaningful at Work	1.440	.174	.543	8.253	.000	.478

Table 5. Path analysis of mindfulness and meaningful work towards work engagement

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.339	7.269		-.184	.854
	Mindfulness	-.207	.053	-.257	-3.910	.000
	Meaningful at Work	1.440	.174	.543	8.253	.000

a. Dependent Variable: Work Engagement

3.2 Discussion

Based on the statistical test above, it can be seen from Table 3 that the significance of the mindfulness variable is 0.000, which is smaller than 0.05. Thus it can be concluded that variable X or mindfulness has a significant effect on the mediation variable (M) or meaningful work. Based on the R Square value of 0.179, it is known that the contribution of mindfulness to meaningful work is 17.9%, the remaining 82.1% is the contribution from other variables.

Furthermore, the statistical test results in Table 4 show that the significance value of variables X and M towards Y, namely mindfulness and meaningful work towards work engagement, is 0.000 which is smaller than 0.05. Based on these values, it is known that there is a significant influence of mindfulness and meaningful work on work engagement of 47.8%. The remaining 52.2% is the contribution of other variables outside the two variables studied.

In connection with the path analysis test carried out, it is known that indirectly, mindfulness through meaningful work has a significant effect on work engagement. Furthermore, the results of multiplying beta (β) mindfulness on meaningful work and meaningful work on work engagement show a negative influence, namely -0.1396. Thus, it can be concluded that the lower the mindfulness, the higher the work engagement due to the mediating influence of meaningful work, and vice versa. It

can be concluded from the results of this analysis that the hypothesis in this study is rejected. It is not proven that there is a positive influence of mindfulness on work engagement, nor the presence of meaningful work variables which were previously thought to contribute to a positive influence.

The results of the analysis tests presented above suggest that the well-being of the teacher is one factor that might impact students' capacity to practise mindfulness (Maharani, 2016). Income, housing, and transportation are all part of a teacher's welfare, as are health benefits for themselves and their families (Setiawan & Mina, 2021). School BOS money also pay teachers who aren't public employees or contract teachers, according to the same study. As a result, the incomes are usually low, but the duties and obligations are nearly identical to those of certified public school teachers, who receive much greater salaries. The disparity in compensation might cause instructors to feel unfaired and dissatisfied, which in turn can influence their mental health and their ability to practise mindfulness. In order to foster a supportive workplace that encourages mindfulness, educational institutions must resolve these inequalities.

Based on the research results, it is known that the majority of subjects are teachers with salaries below 3 million per month, as well as teachers who have honorary status. Furthermore, other research also revealed that the research subjects who were honorary teachers also had mindfulness in the moderate category (Mukhlisa & Nurmina, 2024). Meanwhile, research by Rahmawati et al. (2020) states that mindfulness training has an influence which is known to be able to improve the personal well-being of the teachers who are the subjects.

Mindfulness is directly linked to teachers' experiences of the present and past, involving concentrated attention, as discussed by de Carvalho et al. (2021). Høgheim & Federici (2022) found that experience significantly influences teachers' enthusiasm and motivation to teach. Research findings indicate that teacher students will have a notable decline in interest in teaching over the initial years of their career. The interest in this topic is influenced by its connection to mindfulness, personal well-being, and the emotional experiences of teachers (de Carvalho, et al., 2021). Most of the participants in the research are teachers with fewer than 10 years of teaching experience, aligning with Høgheim & Federici's theory (2022) that predicts a decline in interest leading to less mindfulness.

On the other hand, Ufaira et al. (2021), through the results of their research, stated interesting results in accordance with the results of the analysis in this study. It is known that the research subject is an honorary teacher with a salary of Rp. 300,000 said they enjoyed their work and chose to keep their jobs as honorary teachers. This subject is known to have enthusiasm and strength, which is one aspect of work engagement, namely vigor in carrying out his duties as an honorary teacher. This proves the results of research where the majority of subjects, as many as 53%, are honorary teachers, and the results of the subject's work engagement categorization tend to be high, reaching 70%. Through the same research, it was discovered that the honorary teacher also had a side job which was another source of income. This factor needs to be considered in its role in influencing the work engagement of the subjects in this study.

Furthermore, research by Roselawati & Mulyana (2022) shows that work engagement is related to the meaningful work that teachers have. Meanwhile, teachers who have high work engagement and meaningful work will tend to stay with the organization that supports them. This is then in accordance with previous research statements. Teachers will also carry out their work more enthusiastically and painstakingly as a form of implementation of aspects of meaningful work, namely positive meaning, meaningful making through work, and greater good motivation.

4. CONCLUSION

The results of research conducted on 150 subjects who were teachers in East Java showed that mindfulness had a significant negative effect on work engagement through meaningful mediation. work of 47.8%. The negative direction means that when the teacher's mindfulness is low, work engagement will be higher, and vice versa. The influence of these three variables is known to be influenced by various factors such as teacher welfare which includes salary, allowances, employment

status, and teaching experience which is related to the length of time worked. Therefore, it is known that the relationship between mindfulness, meaningful work , and work engagement in the teacher context is quite complex. Thus, in future research it is necessary to consider various factors outside this research. Apart from that, the role of other variables besides mindfulness , meaningful work needs to be researched further in relation to work engagement. Future researchers can also conduct research on a wider scope, such as focusing on subjects with different professions or different research areas to obtain a wider comparison of results. For related organizations, it is recommended to implement a mindfulness training program for teachers aimed at improving the quality of the teaching experience. Apart from this, it is also necessary to consider other elements that can improve welfare among teachers, especially for those with honorary teacher status, with the hope of supporting teachers in improving their overall performance. Meanwhile, each individual teacher can independently increase mindfulness by reflecting on their teaching experience.

REFERENCES

Aggarwal, A., Chand, P. K., Jhamb, D., & Mittal, A. (2020). Leader–Member Exchange, Work Engagement, and Psychological Withdrawal Behavior: the Mediating Role of Psychological Empowerment. Frontiers in Psychology, 11, 423. https://doi.org/10.3389/fpsyg.2020.00423

Anindita, A., & Etikariena, A. (2020). Hubungan Trait Mindfulness dan Keterikatan Kerja dengan Melibatkan Peran Mediasi Modal Psikologis. *Jurnal Psikogenesis*, *8*(1), 1-17. https://doi.org/10.24854/jps.v8i1.1039.

Atkins, P. W. B., Hassed, C., & Fogliati, V. J. (2015). Mindfulness Improves Work Engagement, Wellbeing and Performance in a University Setting. In R. J. Burke, K. M. Page, & C. L. Cooper (Eds.), *Flourishing in Life, Work and Careers: Individual Wellbeing and Career Experiences* (pp. 193–209). Edward Elgar Publishing. https://doi.org/10.4337/9781783474103.00020

Bakker, A. B., & Albrecht, S. (2018). Work Engagement: Current Trends. *Career Development International*. https://doi.org/10.1108/CDI-11-2017-0207

Borst, R. T., Kruyen, P. M., Lako, C. J., & de Vries, M. S. (2020). The Attitudinal, Behavioral, and Performance Outcomes of Work Engagement: A Comparative Meta-Analysis Across the Public, Semipublic, and Private Sector. *Review of Public Personnel Administration*, 40(4), 613-640. https://doi.org/10.1177/0734371X19840399

Both-Nwabuwe, J. M. C., Dijkstra, M. T. M., & Beersma, B. (2017). Sweeping the Floor or Putting a Man on the Moon: How to Define and Measure Meaningful Work. *Frontiers in Psychology*, 8(1658). https://doi.org/10.3389/fpsyg.2017.01658

Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: mindfulness and its role in psychological well-being. Journal of personality and social psychology, 84(4), 822. https://doi.org/10.1037/0022-3514.84.4.822

de Carvalho, J.S., Oliveira, S., Roberto, M.S. et al. (2021). Effects of a Mindfulness-Based Intervention for Teachers: a Study on Teacher and Student Outcomes. *Mindfulness*, 12(7), 1719-1732. https://doi.org/10.1007/s12671-021-01635-3

Gunasekara, A., & Zheng, C. S. M. (2019). Examining the Effect of Different Facets of Mindfulness on Work Engagement. *Employee Relations*, 41(1), 193-208. https://doi.org/10.1108/ER-09-2017-0220

Høgheim, S., & Federici, R. A. (2022). Interest in Teacher Education: Exploring the Relation Between Student Teacher Interest and Ambitions in Teacher Education. *European Journal of Teacher Education*, *45*(5), 581-599. https://doi.org/10.1080/02619768.2020.1860006

Kaur, P., & Mittal, A. (2020). Meaningfulness of work and employee engagement: The role of affective commitment. The Open Psychology Journal, 13(1). https://doi.org/10.2174/1874350102013010115

Kodden, B. (2020). The Relationship between Work Engagement and Sustainable Performance. *The Art of Sustainable Performance: A Model for Recruiting, Selection, and Professional Development*, 39-45. https://doi.org/10.1007/978-3-030-46463-9_6

Kristiana, I. F., Fajrianthi, F., & Purwono, U. (2019). Analisis Rasch dalam Utrecht Work Engagement

Scale-9 (UWES-9) Versi Bahasa Indonesia. *Jurnal Psikologi*, 17(2), 204. https://doi.org/10.14710/jp.17.2.204-217.

Maharani, E. A. (2016). Pengaruh Pelatihan Berbasis Mindfulness terhadap Tingkat Stres pada Guru PAUD. *Jurnal Penelitian Ilmu Pendidikan*, *9*(2), 100-110.

Mufarrikhah, J. L., Yuniardi, M. S., & Syakarofath, N. A. (2020). Peran Perceived Organizational Support terhadap Work Engagement Karyawan. *Gadjah Mada Journal of Psychology (GamaJoP)*, *6*(2), 151-164.

Mulyati, R., Himam, F., Riyono, B., & Suhariadi, F. (2019). Model Work Engagement Angkatan Kerja Generasi Millennial dengan Meaningful Work sebagai Mediator. *Gadjah Mada Journal of Psychology (GamaJoP)*, 5(1), 34-49. https://doi.org/10.22146/gamajop.47964

Mukhlisa, V. N., & Nurmina, N. (2024). Hubungan antara Self-Compassion dengan Kesejahteraan Psikologis pada Guru Honorer Sekolah Dasar di Kota Padang. *In Trend: International Journal of Trends in Global Psychological Science and Education*, 2(1), 1-8. https://doi.org/10.62260/intrend.v2i1.101

Najla, E. A., & Prakoso, H. (2022). Pengaruh Job Crafting Terhadap Work Engagement pada Karyawan Bagian Sales Bank X. Jurnal Riset Psikologi, 53-60. https://doi.org/10.29313/jrp.v2i1.833

Novrandy, R. A., & Tanuwijaya, J. (2022). Pengaruh Work-Family Conflict dan Work Engagement terhadap Task Performance dan Turnover Intention dengan mediasi Supervisor Support. *JMBI UNSRAT (Jurnal Ilmiah Manajemen Bisnis dan Inovasi Universitas Sam Ratulangi)*, 9(1). https://doi.org/10.35794/jmbi.v9i1.40908

Pattnaik, L., & Jena, L. K. (2020). Mindfulness, Remote Engagement and Employee Morale: Conceptual Analysis to Address the "New Normal". *International Journal of Organizational Analysis*, 29(4), 873-890. https://doi.org/10.1108/IJOA-06-2020-2267

Pratiwi, E. A., Ningrum, D. S. A., & Sari, T. R. M. (2021). Hubungan antara Meaningful Work dan Work Engagement pada Karyawan di Fakultas Psikologi Unjani. *Humanitas (Jurnal Psikologi)*, 5(3), 321-336. https://doi.org/10.28932/humanitas.v5i3.3883

Rahmawati, U. N., Nashori, F., & Rachmahana, R. S. (2020). Pelatihan Mindfulness Teaching untuk Meningkatkan Kesejahteraan Subjektif Guru Sekolah Inklusi. *Psympathic: Jurnal Ilmiah Psikologi*, *7*(1), 49-60. https://doi.org/10.15575/psy.v7i1.8241

Schaufeli, W. (2012). Work Engagement: What do We Know and Where do We Go?. *Romanian Journal of Applied Psychology*, *14*(1), 3-10.

Sukoco, I., Fu'adah, D. N., & Muttaqin, Z. (2021). Work Engagement Karyawan Generasi Milenial Pada PT. X Bandung. *AdBispreneur: Jurnal Pemikiran dan Penelitian Administrasi Bisnis dan Kewirausahaan*, *5*(3), 263-281. https://doi.org/10.24198/adbispreneur.v5i3.29953

Setiawan, R., & Mina, R. (2021). Perlindungan Hukum Terhadap Kesejahteraan Guru Bukan Pegawai Negeri Sipil (PNS) Jenjang Pendidikan Dasar di Kecamatan Luwuk Kabupaten Banggai. *Jurnal Yustisiabel*, *5*(1), 98-114.

Steger, M. F., Dik, B. J., & Duffy, R. D. (2012). Measuring Meaningful Work: The Work and Meaning Inventory (WAMI). *Journal of Career Assessment*, *20*(3), 322-337.

Ufaira, R. A., Imanda, A. N., Gunawan, L. R., Soeprapto, S., & Hendriani, W. (2021). Description of Work Engagement in Primary School Honorary Teachers. *Psikoislamedia: Jurnal Psikologi*, *5*(2), 168-181.

Wiroko, E. P., & Evanytha, E. (2019). Mindfulness and Work Engagement Among Generation Y. *Psycho Idea*, 17(2), 154-163. https://doi.org/10.30595/psychoidea.v17i2.4244